



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.</p> <p>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>	<p>The summer term will begin by introducing the children to the topic of Fractions. The children will learn what equal and unequal parts are. They will understand how to recognise and find a halves, quarters and thirds. They will learn what unit and non-unit fractions are. They will recognise and find $\frac{3}{4}$ as well as count in fractions up to one whole. We will then move onto Telling the Time, starting with o' clock, half past, quarter past and quarter to. We will learn to tell the time to 5 minutes and learn how many minutes are in an hour and how many hours are in a day. Our next topic is Position and Direction. We will cover the language of position by describing movements and turns and explore patterns with turns. We will complete the year by reading tables and making tally charts, using block diagrams for representation. We will also be learning how to draw and interpret pictograms.</p>			

<p>English</p>	<p>We will be looking at creating our own stories in familiar settings, using the book, Once 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>This term we will be studying a selection of stories and non-fiction texts linked to the 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>Our fiction focus this term will be on animal adventure stories. We will base our learning on "The Wind in the Willows". The children will continue to develop their imaginative ideas and their use of adverbs, conjunctions and subordinate clauses to improve their writing. They will take part in drama activities and take on the role of Mr Toad, as well as debating whether he is a good character or not. They will also be immersed in the wild woods as mole! Our non-fiction work will still be based around "The Wind in the Willows" but our focus will be on letter writing. Paying particular attention to the audience and purpose of our writing, throughout this unit, we will read stories such as "The Day the Crayons Quit" and "The Jolly Postman" to inform our short-burst writing and enable us to understand the features of letters. We will also be exploring stories from other cultures. Throughout our writing, we will be ensuring the consistent application of our spelling rules and correct punctuation. We will be revising all of the Year 2 grammar content and ensuring that our spelling rules are embedded and consistently applied in our writing, whilst perfecting our joined up handwriting and ensuring the sizes of our letters are correct.</p>
<p>Science</p>	<p>Local Habitats 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 	<p>The children will complete two Biology units this term;</p> <p>Growing Seeds and Bulbs The children will:</p> <ul style="list-style-type: none"> ● observe and describe how seeds and bulbs grow into mature plants. 	<p>Changing Materials Changing Materials is a Chemistry topic where the children:</p> <ul style="list-style-type: none"> ● find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

	<ul style="list-style-type: none"> ● 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 ● 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. 	<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) ● describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	<p>Growing Healthy Plants</p> <p>The children will:</p> <ul style="list-style-type: none"> ● find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
<p>Humanities</p>	<p>Weather and Seasons-What are seasons?</p> <p>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?</p>	<p>Journeys- Food- Where does our food come from?</p> <p>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?</p> <p>For the next part of the term, the children will learn about holidays in the 1950s and 1960s, particularly seaside holidays. Links will be</p>	<p>Wonderful World- What are the wonders of our World?</p> <p>Pupils will be introduced to natural and man-made wonders, as well as ancient and modern wonders.</p>

	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.	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.	
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>	Stick Transformation Project Artists use their creative skills to re-see and re-imagine the world. We will explore how you can transform a familiar object into new and fun forms.
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>	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.	Children will use a range of digital devices to complete tasks. They will use iPads to carry out computer programming task. Use software to introduce them to animation and create an e-book.
R.E.	Key Question (all year): How do we respond to the things that really matter?	We shall be looking at Christianity, focusing on the Church and asking:	In the first half term we shall be focusing on Islam and considering

	<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>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>Why Muslims obey God? In the second half term term we will look at Judaism and ask: What aspects of life really matter?</p>
P.E/ Swimming	<p>Lessons will focus on invasion games (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.</p>	<p>In swimming, children will be developing stroke work and aquatic breathing. We will also discover different ways of entering the water.</p>	<p>In swimming, We will work towards developing our strokes and aim to increase our stamina. PE will focus on Athletic activities include running, jumping and throwing with the aim to improve skills. We will also practise for sports day. Games will be striking and retrieving skills and small games.</p>	<p>In swimming, we will work towards developing our strokes and aim to increase our stamina. PE will focus on Athletic activities include running, jumping and throwing with the aim to improve skills. We will also practise for sports day. Games will be striking and retrieving skills and small games.</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: Tying Shoelaces Staying Safe Bullying Jealousy</p>		<p>The children will work on topics from the 1Decision Scheme including... Making Friends Online (linking with Internet Safety Day) Hazard Watch- Is it Safe to Play With?</p>	<p>The children will continue to work on topics from the One Decision Scheme including 'Working in our World', 'Washing Hands' and 'Anger'.</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 	<ul style="list-style-type: none"> - Weather - saying what the weather is like - Where I live - asking where someone lives and saying where I live

		- Age - asking how old someone is and saying how old I am	- Going on a picnic - naming some picnic items, understanding and joining in with a story about a picnic	
Music	<p>Finding our singing voice</p> <ul style="list-style-type: none"> • I Went to the Albert Hall • Action Songs • 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>Fireworks music</p> <ul style="list-style-type: none"> • Group Collaboration • Matching Sounds to score • Singing • Harvest Songs <p>Nativity Performance</p> <ul style="list-style-type: none"> • Singing • Movement and Singing 	<p>More Story Telling through Music:</p> <ul style="list-style-type: none"> • The Hare and the Tortoise / 3 Little Pigs • Snow White (tbc) • Class Percussion to enhance story telling <p>Developing our singing voices:</p> <ul style="list-style-type: none"> • Head voice / Floaty Voice • Singing Well • Performing Well • Whole Year Group singing • Learning to Blend • Heigh Ho • The Sun Has Got His Hat On • other songs..... <p>Treble Clef Pitched Notation:</p> <ul style="list-style-type: none"> • The Magical Shower Curtain! • Make Up Your Own Musical Words <p>Bucket Drumming and Rhythmic Notation:</p> <ul style="list-style-type: none"> • 4 beats, 2 beats, 1 beat, ½ beats • Semibreve, minim, crotchet, quaver • Musical Maths! <p>Developing Dynamics: ff / f / mf / mp / p / pp</p> <p>Ostinato – singing and playing:</p> <ul style="list-style-type: none"> • Bobby Shaftoe / Tingo Layo <p>Rhythm vs Beat</p>	<p>More Story Telling through Music:</p> <ul style="list-style-type: none"> • The Hare and the Tortoise / 3 Little Pigs • Snow White (tbc) • Class Percussion to enhance story telling <p>Developing our singing voices:</p> <ul style="list-style-type: none"> • Head voice / Floaty Voice • Singing Well • Performing Well • Whole Year Group singing • Learning to Blend • Heigh Ho • The Sun Has Got His Hat On • other songs..... <p>Treble Clef Pitched Notation:</p> <ul style="list-style-type: none"> • The Magical Shower Curtain! • Make Up Your Own Musical Words <p>Bucket Drumming and Rhythmic Notation:</p> <ul style="list-style-type: none"> • 4 beats, 2 beats, 1 beat, ½ beats • Semibreve, minim, crotchet, quaver • Musical Maths! <p>Developing Dynamics: ff / f / mf / mp / p / pp</p> <p>Ostinato – singing and playing:</p> <ul style="list-style-type: none"> • Bobby Shaftoe / Tingo Layo

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