



**Brampton Village Primary School,  
Brampton, Huntingdon,  
Cambs. PE28 4RF**

Telephone 01480 375063  
[office@brampton.cambs.sch.uk](mailto:office@brampton.cambs.sch.uk)

*Headteacher: Mr Peter Allen*



## **Year 2 Summer Term 2025 Curriculum Letter**

Dear Parents/Carers,

We are excited about all the different activities that the summer term brings as well as exploring some great topics over the course of this term. Thank you for all your support during the first two terms this academic year and we look forward to continuing working with you and the children over the summer months.

| <b>Topic Focus</b> | Let's Explore!  |
|--------------------|---|
| <b>Subject</b>     | <b>Main Learning Focus</b>  |
| <b>English</b>     | <p><b>Summer 1:</b> We will start the half term by looking at and writing imaginative poems. We will then move on to explore change tales using the text 'Cinderella'. Across the half term we will learn the Talk for Writing toolkit for character and practise using it through short burst writing.</p> <p><b>Summer 2:</b> In the first part of this half term the children will write their own change tale modelled on a class version. During the second part of the half-term we will be exploring and writing an explanation text.</p>  |
| <b>Spellings</b>   | <p>The spelling rules we are focusing on are:</p> <p><b>Summer 1:</b><br/>           Week 1 – tion endings, common exception words<br/>           Week 2 – Suffix – 'ment'<br/>           Week 3 – Suffix – 'ly'<br/>           Week 4 – Suffix – 'ful'<br/>           Week 5 – Suffix – 'less'<br/>           Week 6 – Suffix – 'ly' and another suffix e.g. 'ful'</p> <p><b>Summer 2:</b><br/>           Week 1 – Suffix – ness<br/>           Week 2 – Drop 'y' add 'i' and 'ed'<br/>           Week 3 – Drop 'y' add 'i' and 'es'<br/>           Week 4 – Drop 'y' add 'i' and 'er' or 'est' / Comparatives and Superlatives<br/>           Week 5 – Doubling consonants when adding different suffixes.<br/>           Week 6 – Common exception words</p>   |
| <b>Maths</b>       | <p><b>Fractions</b> – in this unit we will be recognising and finding halves, quarters, thirds and three quarters. We will begin to learn about unit and non-unit fractions. We will think about how two quarters is equivalent to a half.</p> <p><b>Measures – Time</b> – we will be learning to tell the time – o'clock, half past, quarter past, quarter to and telling the time to the nearest five-minute interval. We will also learn about duration considering the minutes in an hour and the hours in a day.</p> <p><b>Geometry – position and direction</b> – we will be describing positions and turns using vocabulary such as anti-clockwise, clockwise, full, half and quarter turns, forwards, backwards, right, left.</p> <p><b>Statistics</b> – We will be learning about tally charts, Pictograms and Block diagrams with different scales.</p> |
| <b>Science</b>     | <b>Summer 1 – Growing plants</b>  |

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|            | <p>We will begin by investigating seeds and bulbs, we will then think about what plants need to grow healthily, we will measure the growth of plants and plant our own seeds and we will think about where seeds come from.</p> <p><b>Summer 2 – Living things and Habitats</b></p> <p>During this topic we will think about how habitats help different species to survive, we will explore our own school environment and see which minibeasts live there, we will also explore micro-habitats and food chains. We will learn that things can be living, once living and that some have never been alive.</p>  |
| RE         | <p><b>What makes a church a special place for Christian People?</b></p> <p>This topic will explore what makes a place special and how we should show respect when visiting someone's special place. We will then look at the different elements that are consistent in Christian churches and we will learn about what happens in a church.</p> <p><b>Who is in our community?</b></p> <p>To begin to understand who lives in our community.</p>   |
| Computing  | <p><b>Summer 1- Making Music</b></p> <p>We will be exploring music whilst thinking about pitch. We will use computer software to make our own music and perform this to others.</p> <p><b>Summer 2 – Programming</b></p> <p>We will begin by investigating Scratch Junior, programming using outcomes to animate a sprite. We will then make our own quiz on Scratch.</p>  |
| PSHE       | <p><b>Personal Safety</b></p> <p>During this unit we will learn how to recognise our Early Warning Signs, which help us know if we are feeling safe or unsafe. We will consider the qualities we should look for in a 'network' person and decide who are trusted adults that we could talk with about anything, big or small, good or bad. We will have opportunities to practice seeking help or advice from others, including when and how to dial 999.</p> <p><b>Healthy and Safer Lifestyles - Relationships and Sex education</b></p> <p>During this unit we will consolidate our understanding of how babies develop into children and then into adults and will consider our own physical development. We will be able to explain that a baby human or animal grows inside its mother. We will think about our responsibilities and how these have changed since we were a baby. We will then consider what babies and young children need to stay healthy and safe.</p> <p><b>Managing change</b></p> <p>We will begin by thinking about our changing achievements, skills and responsibilities as we grow older. We will discuss changes we can have some choice in, those which others choose for us, and those which just happen, and consider possible reasons for these changes. We will consider a few major life changes which sometimes occur in families. We will talk about some of the uncomfortable emotions we might feel at these times of change, considering what we might do to help themselves cope with the feelings we experience and how other people, including those in our Network of Support, might be able to help too.</p> |
| Art and DT | <p><b>Summer 1: Moving pictures (DT)</b></p> <p>We will be learning how to create a picture that can move. We will develop our DT skills of designing, making and evaluating to produce a moving picture with levers and wheel mechanisms.</p> <p><b>Summer 2: Brush skills (Art)</b></p> <p>We will start by developing our colour mixing skills and will use the primary colours to create warm colours, cold colours and black. The children will then explore how watercolours can be used in different ways to produce different effects. We will then focus on using brush and colour mixing skills to produce paintings of landscapes and nature, inspired by Monet's Waterlilies and our English text. Oil pastels will also be introduced to add detail to our watercolour paintings.</p>   |

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| <b>History and Geography</b> | This term we are exploring 'geography around the world'. We will begin by locating the equator and poles on a globe and exploring their impact on climate. We will then look more closely at the geography of Brazil, looking at human and physical features as well as the diverse climate and the importance of the Amazon Rainforest. We will finish the term by exploring the similarities and differences between Brazil and England. |
| <b>Music</b>                 | This summer term in music, we will be focusing on composition, which is based on the journey of a train. Towards the end of the term, we will be learning about the different families of instruments and how they work together to form an orchestra. Children will develop their listening skills to be able to identify the different sounds they make and how they are played.   |
| <b>PE</b>                    | <b>Athletics</b> – the children will be developing their skills in both running and jumping.<br><b>Fundamental Skills</b> - We will be learning all about fielding and striking during the first half term and taking part in multi-skills activities to develop agility, coordination and balance during the second half term.  |
| <b>Visit</b>                 | The author Matty Long will be visiting the Year 2 children.  |

### Sample timetable –

|       | 8:40 – 9:00         | 9:15-9:30                         | 9:30 – 9:50    | 9:50 – 10:35 | 10:35   |                     | 11:00 – 12:25              |                | 13:30 – 3:00                   |                          | 3:00-3:10   |
|-------|---------------------|-----------------------------------|----------------|--------------|---|---------------------|----------------------------|----------------|--------------------------------|--------------------------|-------------|
| Mon   | Registration / SODA | Assembly with Mr. Allen           | Maths          | PE (PPA)     | Wash hands and story time<br>Break time 10:45am – 11:00 | Lunch 12:30 – 13:30 | Singing in the hall. (PPA) | Spelling (PPA) | Music (PPA)                    | Quiet Reading<br>English | Computing   |
| Tue   |                     | Class assembly/ circle time       | Guided Reading | English      |   |                     | Spelling                   | Maths          | Quiet Reading<br>Maths fluency | Science                  | Handwriting |
| Wed   |                     | KSL assembly – in the hall        | Guided Reading | English      |   |                     | Handwriting                | Maths          | Quiet Reading<br>Maths fluency | DT                       |             |
| Thurs |                     | Class internet safety assembly    | Guided Reading | English      |   |                     | Spelling                   | Maths          | Quiet Reading<br>Maths fluency | Topic                    | Handwriting |
| Fri   |                     | Star of the week assembly – Turns | Guided Reading | English      |   |                     | Handwriting                | Maths          | Quiet Reading<br>Maths fluency | PE                       | PHSE        |
|       |                     |                                   |                |              |   |                     |                            |                |                                | Story Time               | Home        |

### Homework

Homework will be sent home fortnightly, and we will be using the Learning Logs. For their homework children will be practising skills learnt in school. Activities will be topic based and linked to our learning in class and optional skills practise for Maths and Spelling. Children are also encouraged to regularly use TT Rockstars to keep their maths skills sharp.

### Homework timetable:

| Homework sent out | Homework returned   |
|-------------------|---------------------|
| Friday 25th April | Wednesday 7th May   |
| Friday 9th May    | Wednesday 21st May  |
| Friday 23rd May   | Wednesday 4th June  |
| Friday 6th June   | Wednesday 18th June |
| Friday 20th June  | Wednesday 2nd July  |
| Friday 4th July   | Wednesday 16th July |

### Reading

Please encourage your child to read regularly at home. The ideal is 4 or more times per week. During Year 2 the children continue to progress through the colour band scheme.

The children can change their home books twice weekly on **Tuesdays** and **Fridays**. Please ensure that your child swaps their books on these days. If your child finishes their book, it is good practise to repeat reading it in order to increase fluency.

### Reading Diaries

Please complete the reading diaries each time you read with your child (try to complete one page per week). Your child can bring in their reading diary this year each time they return their book on Tuesdays and Fridays. When your child reads 4 times and completes a page in their reading diaries they will earn a sticker. When 10 and 20 stickers have been earned, your child will be given a reading certificate. When they have 30 stamps they will get a medal and certificate. 40 stamps is a prize and certificate.

### PE days/kits

Our P.E days are on **Mondays and Fridays** this half-term.

Please ensure that your child comes to school wearing their PE kit on their PE days.

Suitable PE kit - trainers, a white t-shirt, dark shorts, a sweatshirt and jogging bottoms (no hoodies).

Please also remember **sun cream, hats and water bottles (for hot days)**.

No jewellery except stud earrings and watches should be worn in school and these must be removed for all PE activities not acceptable to use tape to cover earrings. This applies in both PE lessons and at any clubs.

We would therefore advise that children leave any earrings at home on their PE day. Any child who cannot remove their studs will be given another task to complete during the lesson. Whenever possible children should be able to remove their own jewellery before a PE lesson.

Long hair should be tied back.

### Parental Help

Parental help is always greatly appreciated in school, please speak to your child's class teacher if you would like to volunteer. You will need to complete a DBS check first.

Thank you for your continued support,  
Year 2 Teachers