



Brindle St James' CE Primary School

What are we learning this term?

CLASS TWO (YEAR TWO, THREE AND FOUR) SUMMER ONE 2026

ENGLISH

This term, the children will be developing their reading and writing skills through the text ***Playtime by Julia Donaldson***. They will explore the features of **play scripts**, learning how dialogue is structured, how stage directions are used, and how characters are developed. The children will plan and write their own short play scripts, focusing on clear dialogue, punctuation, and effective performance techniques.

Alongside this, the children will learn to write **non-chronological reports**. They will research and organise information into clear sections using headings and subheadings, while developing skills in factual writing, sentence structure, and the use of appropriate vocabulary. Throughout the unit, the children will practise editing and improving their work, as well as reading aloud with confidence and expression.

MATHEMATICS

This term:

- This term, **Year 2** the children will develop their understanding of **measurement** by learning how to measure and compare **length and height, mass, and capacity** using standard units. They will also explore **temperature**, reading and interpreting scales and ordering temperatures. Towards the end of the term, the children will **begin to learn about fractions**, focusing on recognising, finding, and naming simple fractions of shapes and quantities.
- **Year 3** the children will focus on **length and perimeter**, learning how to measure accurately and calculate the perimeter of simple shapes. There will be an increased emphasis on **fractions**, including comparing, ordering, and finding fractions of amounts. The children will also be **introduced to mass**, developing skills in measuring, comparing, and recording weights using appropriate units.
- **Year 4**, the children will continue learning about **length and perimeter**, applying their skills to more complex problems. They will develop their understanding of **time**, including reading analogue and digital clocks, converting units, and solving time problems. Geometry will be a key focus, with the children learning to **identify**,



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measure, and compare angles, as well as recognising and describing the properties of **2D shapes**.

SCIENCE

This term, the children will learn about **sound** and how it is made, travels, and is heard. They will explore how sounds are created by **vibrations**, how these vibrations travel through different materials, and how sounds reach the ear. The children will investigate how **pitch and volume** can change and learn that sound can be blocked or muffled by different materials.

Through practical investigations and experiments, the children will measure and compare sounds, identify patterns, and record their findings. They will also learn how to work scientifically by asking questions, making predictions, carrying out fair tests, and presenting results using scientific language.

RELIGIOUS EDUCATION (RE)

This term, the children will explore the idea of **rules for living** and why they are important in helping individuals and communities live well together. The children will discuss how rules guide behaviour, promote fairness, and encourage kindness and responsibility in everyday life.

The children will learn about **rules for living in different religions**, with a particular focus on **Judaism, Islam, Sikhism, and Buddhism**. They will explore examples such as religious teachings, codes of conduct, and moral guidelines, and consider how these influence the lives of believers. Through stories, discussions, and reflections, the children will identify common values such as **respect, honesty, compassion, and self-discipline**, and make connections between religious rules and their own experiences.

The children will be encouraged to think thoughtfully about how different beliefs share similar values, while also respecting differences, helping them to develop understanding, tolerance, and empathy.

PHYSICAL EDUCATION (PE)

PE days are **Wednesday and Friday**.

Please ensure the children attend school wearing their **PE kits** on these days.

- **Wednesday:**

The children will be swimming each Wednesday.

Please ensure they bring their **swimming kits**, including:



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- Swimming costume/trunks
- Towel

The children will continue their **swimming lessons**, focusing on water confidence, swimming techniques, and water safety skills appropriate to their ability levels.

- **Friday:** During lessons with **Coach Antonia from CSSP**, the children will take part in **Outdoor Adventurous Activities (OAA)** with a focus on **Trust and Trails**. These sessions will help the children to develop teamwork, communication, problem-solving skills, and trust, while participating in fun and engaging physical challenges.

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHE)

This term, the children will be learning about **growth mindset** and how positive attitudes can help them learn, improve, and overcome challenges. The children will explore the idea that abilities and skills can develop with **effort, practice, and perseverance**.

Through discussions, stories, and practical activities, the children will learn how to:

- Try their best and not give up when tasks feel difficult
- Learn from mistakes and understand that mistakes help us grow
- Use positive language and self-belief when facing challenges
- Set simple goals and celebrate progress and effort

This learning will support the children's **confidence, resilience, and emotional wellbeing**, helping them to develop a positive approach to learning both in and out of the classroom.

COMPUTING

This term, the children will use **Book Creator** to develop their **digital literacy and creativity**. The children will learn how to create and edit digital books by combining **text, images, drawings, and audio recordings**. They will explore how to organise information across pages, choose appropriate layouts, and present their ideas clearly.

The children will also develop skills in **typing, editing, saving, and presenting work digitally**, while learning to use technology safely and responsibly. This work will support learning across the curriculum by allowing the children to share their work in an engaging digital format.

GEOGRAPHY

In this unit, the children will explore where food comes from and deepen their understanding of global food production by learning that different foods grow in different **biomes** and how



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climate influences this. They will consider the **environmental impact of food production**, identifying which foods cause the most harm and suggesting changes people can make to reduce this impact, including the role of **responsible trading**. The children will learn that **food imports can be both beneficial and harmful** and will study the journey of a **cocoa bean** from producer to consumer. Alongside this knowledge, they will develop key geographical and enquiry skills by **locating countries on a world map, using scale bars to measure distances, collecting data through interviews, and analysing responses to identify trends and answer an enquiry question.**

ART

In this unit, the children will explore **telling stories through making**, focusing on how artists are inspired by other art forms such as **literature and film**. The children will investigate how stories, characters, and settings can be transformed into **sculptural artworks**, exploring ideas such as form, texture, and expression. They will experiment with a range of materials and techniques to design and create sculptures that communicate a narrative or mood, while developing their creativity, imagination, and ability to reflect on and discuss their own and others' artwork.

FRENCH

This term in French, the children will be continuing to learn how to **say how many** and **describe things** using key vocabulary, phonics, and grammar structures.

Phonics:

- Sound-symbol correspondences: **[a], [o], [e], [i], [u]**
- Silent Final Consonants (**-t, -s, -d**) and Silent Final **e**
- Nasal sounds: **[an/en], [on]**
- Vowel patterns: **open/closed [eu], [au/eau/o/ô], [ou]**
- Consonant sounds: **[ch]**

Grammar:

- **Être** and **avoir** (singular forms)
- Regular adjective agreement (**-e**), including pronunciation changes
- Adjectives ending in **-eux/-euse** and those already ending in **-e**
- Singular indefinite articles (**un, une**)
- Intonation questions (including *quoi, où*)



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The children will complete speaking activities, games, and short writing tasks to build confidence in using French to say how many and describing things.