



Our curriculum at Meadowbank Primary School is designed collaboratively between children and the teaching team. Children are taught skills to access, process and express their knowledge within a learning environment where independence and thinking skills are developed.

Teaching Phase: Key Stage One

Year Group: Year 2

Teachers: Mrs Selby-Browne and Miss Mills

Date: June 2026

Big Question: What will you find on land and sea?

Connected Concepts: Cause and Effect, Structure, Significance

English - Our book studies are...

The Lighthouse Keeper's Lunch
by Ronda and David Armitage

Sharing a Shell
by Julia Donaldson

English - In Reading we are learning...

To make predictions based on images and the blurb.

To discuss new vocabulary linked to coasts to use in our non-fiction writing.

To answer questions using retrieval and inference skills.

To sequence events from a familiar text.

English - In Writing we are learning...

To write a narrative retelling a familiar story.

To use subordinating and coordinating clauses to add detail to stories.

To write a set of instructions, including writing features such as bossy verbs, time conjunctions and adverbs.

In Personal, Social, Health and Economic Education we are learning...

To recognise cycles of life in nature.

To recognise how the body changes from a baby and where we are on the continuum from young to old.

To think about the changes we will make in the next year at school and know how to manage changes.

Mathematics - In Number we are learning...

To solve missing number problems and check calculations using inverse and commutativity for addition and subtraction, and multiplication and division.

Analyse statistics in tally and bar charts and pictograms and apply \times / $+$ - to solve problems.

Mathematics - In Measurement we are learning...

To count in 2s, 3s, 5s and 10s to solve problems including measurements for length, weight and money.

In Science we are learning...

To explore and identify a selection of familiar habitats and what animals and plants need from their habitats.

To recognise a range of microhabitats and the animals and plants that live there.

To recognise ways that animals and plants have adapted and are suited to live in certain habitats.

In Relationships and Sex Education we are learning...

To recognise physical differences between boys and girls.

To use the correct names for parts of the body (penis, anus, testicles, vagina, vulva).

To understand that some parts of my body are private.

To know there are many forms of physical contact within a family and that some are acceptable/unacceptable.



In Religious Education, Values and Beliefs we are learning...

To recognise that sacred texts contain stories which are special to many people and should be treated with respect.
To re-tell stories from the Torah and suggest the meaning of these stories.
To talk about issues of good and bad, right and wrong arising from these stories.

In Geography we are learning...

To demonstrate how land and water are represented on maps.
To explore how oceans differ, depending on their location.
To identify human and physical features in the ocean.
To compare the features of two coastal areas: Formby, UK and Daintree, Australia.

In Physical Education we are learning...

To explore shape jumps and take off combinations.
To explore shapes that link well together and how they will help a sequence to flow.
To perform in front of others.
To explore safely jumping for distance and height.
To develop overarm throwing for distance.
To understand and apply simple tactics.

In French we are learning...

To listen and sing along with simple French songs.
To perform a simple French counting song with actions- 'Une Chanson des Chiffres' - A song of numbers.

In Computing we are learning...

To compare creating music on a computer with using physical instruments.
To use a computer to experiment with pitch.
To use a computer as a tool to explore rhythms and melodies, before creating a musical composition.

In History we are learning...

To make observations of paintings and explore other sources of evidence to identify how the seaside has changed over time.
To identify changes within living memory to explain why people may have visited the seaside in the past and how it is different to the seaside today.

In Design Technology we are learning...

To explore free standing structures and what can make them more stable.
To practise measuring, marking out, cutting, shaping, joining and finishing techniques with a range of materials.
To use a range of techniques to create a stable free standing structure.

In Music we are learning...

To rehearse and learn to play a simple melodic instrumental part by ear.
To explore improvisation within a major scale using the notes:
C, D, E.
To use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.

Special events for children...

*Visit to Formby Beach 07.26 (Date TBC)
*Transition - Planning learning opportunities and experiences for Year 3 13.07.26 and 20.07.26

Events for parents in school...

*Friends of Meadowbank Summer Fair 03.07.26 3.30-5.00pm
*Meet and Greet meetings with Year 3 registration teachers 14.07.26

Home School Learning...

Practise spellings daily ready for our spelling assessment on Fridays.
Read for 10 - 15 minutes daily.
Practise mental maths for Rocket Maths assessment on Fridays.
Explore the links shared alongside this curriculum newsletter.

Additional Information...

Reading books - We change reading books every Tuesday and Friday.
P.E - P.E takes place every Tuesday and Thursday. Please ensure full kit (white t-shirt, blue or black shorts and black pumps or trainers) is in school and clearly named.
Hair should be tied back and no earrings worn.