

School Days- Year 2- Summer 2026

This project teaches children about their own school and locality, both today and in the past. They compare schooling in the Victorian era to their experiences today. They will experience a typical Victorian school day and explore artefacts.

Companion projects-

Street view- This project teaches children about artwork depicting streets and buildings and focuses on the work of the American pop artist, James Rizzi. They create a 3-D mural based on Rizzi's work.

Chop, slice and mash- This project teaches children about sources of food and the preparatory skills of peeling, tearing, slicing, chopping, mashing and grating. They use this knowledge and techniques to design and make a supermarket sandwich according to specific design criteria.

National Curriculum objectives to be taught:

English

Develop pleasure in reading, motivation to read

Participate in discussion about books, poems and other works

Explain and discuss their understanding of books, poems and other material, both that they listen to and those that they read for themselves.

Develop positive attitudes towards and stamina for writing

Consider what they are going to write before beginning

Make simple additions, revisions and corrections to their own writing by:

Evaluating their writing with the teacher and other pupils

Re-reading to check that their writing makes sense

Proof-reading to check for errors in spelling, grammar and punctuation

Read aloud what they have written with appropriate intonation to make the meaning clear

Maths

Position & direction

Time

Money

Statistics

Four operations- addition, subtraction, multiplication and division

Science

Ask simple questions & recognise they can be answered in different ways.

Enquiry Gather and record data to help in answering questions.

Enquiry Identify and classify.

Observe closely, using simple equipment.

Perform simple tests.

Use their observations and ideas to suggest answers to questions.

Science

Plants Identify and describe the basic structure of a variety of common flowering plants, including trees.

Plants Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.

Animals Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).

Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics. Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them.	Animals Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Animals Identify and name a variety of common animals that are carnivores, herbivores and omnivores.
<u>Art</u> Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Use a range of materials creatively to design and make products. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Evaluate & analyse creative works using the language of art, craft & design. Produce creative work, exploring their ideas & recording their experiences. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.	<u>DT</u> Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing). Understand where food comes from. Use the basic principles of a healthy and varied diet to prepare dishes. Develop the creative, technical and practical expertise needed to perform everyday tasks confidently
<u>Music</u> Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music.	
<u>History</u> Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Learn about events beyond living memory that are significant nationally or globally. Learn about significant historical events, people and places in their own locality. Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.	
<u>Geography</u> Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	

Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.

RE

What did Jesus' good news mean for Matthew in the Bible story?

What might a Christian say was the good news that Jesus brought to Matthew?

What do many Christians believe is the good news that Jesus brings about forgiveness?

What do many Christians believe is the good news that Jesus brings about peace?

What might Christians do to follow the life of Jesus and bring 'good news' to people?