

Year 2 Our Growing World

Key Aim

To develop and understanding of how technology and science, in our world, has changed and evolved over time.



Key facts:

- Many plants grow from bulbs or seeds
- Bulbs and seeds come in different shapes and sizes
- Seeds can be found inside the fruit or on the outside of the fruit
- Bulbs store food for plants to use when they grow again
- Plants need water, light and a suitable temperature to grow
- Plants will not be healthy if the conditions are not right
- Notice that animals, including humans, have offspring which grow into adults

- Orville and Wilbur were the names of the Wright Brothers
- They lived in America over 100 years ago
- In 1903, the brothers were the first to invent an aircraft with an engine that the pilot could control
- Their invention changed the world and now everyone can travel on planes

Key Concepts and Skills:

- To understand and learn about the Wright Brothers by exploring and answering 'what, how and why' questions
- To sequence and retell events
- To look at and discuss sources of evidence to find out about the past
- To understand and describe the needs of a plant to grow well and thrive
- To observe over time, to consider how do bulbs and seeds change over time?
- To perform simple tests using standard units when appropriate.

Quality Texts to Inspire Us:

Rosie Revere Engineer by Andrea Beaty



Ada Twist Scientist by Andrea Beaty



Iggy Peck Architect by Andrea Beaty



YEAR 2
Our Growing World
Summer 1 2026

Outcome: to be inspired by a range of inventors and create a structure with purpose

Hook: A series of books about engineering and inventions.



As **Readers**, we will:

- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to our improving phonic knowledge, sounding out **most unfamiliar words** accurately, automatically and without undue hesitation
- predict what might happen on the basis of what has been read so far
- explain what has happened so far in what we have read
- make inferences based on what is being said and done.

Key Vocabulary:

comprehension
inference
select and retrieve
prediction
sequence

As **Writers**, we will:

- write predictions about stories
- write answers to questions from our reading
- explain differences and similarities between stories written by the same author
- write about similarities and differences between two stories written by the same author
- use a range of subordinating and co-ordinating conjunctions in our writing
- spell and use words with contracted forms
- begin to join some letters

Key Vocabulary:

engineer perplexed
stash gizmos and gadgets
arctic machines
embarrassed
wheezed
inventor

As **Mathematicians**, we will:

- become fluent and apply knowledge of numbers to reason with, discuss and solve problems that emphasise the value of each digit in two-digit numbers
- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts
- recognise, find, name and write fractions $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity

Key Vocabulary:

inverse
calculation
problem solving
arithmetic
reasoning
equivalence

As **Scientists**, we will:

Work scientifically

- Observe closely, using simple equipment and perform simple tests
- Record and communicate findings in a range of ways and begin to use simple scientific language
- Ask simple questions and recognise they can be answered in different ways
- Identify and classify
- Use their observations and ideas to suggest answers to questions

Key Vocabulary:

plant	bulb	seed	shoot	roots
sunshine		temperature		growth
compost		measurement		observe

As **Historians**, we will:

- Study the Wright brothers and their work
- Piece together visual clues
- Learn why the Wright brothers' invention was so ground-breaking.
- Retell and sequence events
- Consider sources of evidence

Key Vocabulary:

Atlantic Ocean	pioneer
glider	solo
Helicopter	Wilbur Wright
inventor	Orville Wright
jumbo jet	
pilot	
retell	sequence events
sources of evidence	

As **Designers**, we will:

- Identify different types of bridges and their users, function and purpose.
- Use drawings and labels design a bridge based on our PUP and class design criteria.
- Make a prototype based on my design.
- Select the tools and materials to perform practical tasks to make a bridge.
- Consider my own and others' views on whether my bridge met the design criteria and PUP.

Key Vocabulary:

frame structure
bridge
stiffer
stable
buttress

As **Computer Technologists** we will:

- learn about making music on a computer
- say how music can make us feel
- identify that there are patterns in music
- experiment with sound using a computer
- use a computer to create a musical pattern
- create music for a purpose
- review and refine our computer work

Key Vocabulary:

music	planets	Mars	Venus
war	peace	quiet	loud
feelings	emotions	pattern	rhythm
pulse	beat	Neptune	pitch
tempo	notes	instrument	
create	open	edit	

In **PE** we will:

- run with agility and confidence
- learn the best jumping techniques for distance
- throw different objects in a variety of ways
- hurdle an obstacle and maintain effective running style
- run for distance
- complete an obstacle course with control and agility

Key Vocabulary:

direction	speed	balance
swing	power	hurdle
distance	relaxed	obstacle
relay		

In **PSHE** we will:

- learn about belonging to a community and group
- explore roles and responsibilities
- understand being the same and different in the community
- think about different rights and responsibilities in school and the wider community
- know how a community can help people from different groups to feel included

Key Vocabulary:

community	group
responsibility	rights

As **Musicians**, we will:

- use 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

Key Vocabulary:

sing	
tuned instruments	untuned instruments
speed	timbre
beat	rhythm