

Y2 Medium Term Plans 2025-2026

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>Land Ahoy Geography</p>	<p><u>Geography</u></p> <ul style="list-style-type: none"> -Locate the equator and the North and South Poles on a world map or globe. -Name and locate seas surrounding the UK, the five oceans and seven continents around the world. -Name, locate and explain the significance of a place -Draw or read a range of simple maps that use symbols and a key. 		<p><u>History</u></p> <ul style="list-style-type: none"> -Sequence significant information in chronological order. -Use historical models to make judgements about significance and describe the impact of a significant historical individual. -Present historical information in a simple non-chronological report -Use historical models to make judgements about significance and describe the impact of a significant historical individual. 	<p><u>Science - Materials</u></p> <ul style="list-style-type: none"> -Compare the suitability of a range of everyday materials for particular uses. -Sort and group objects that float and sink. -Follow a set of instructions to perform a range of simple tests, making simple predictions for what might happen and suggesting ways to answer their question. 			
<p>Can you find the treasure? Science</p>				<p><u>Science – Changing state.</u></p> <ul style="list-style-type: none"> -Follow a set of instructions to perform a range of simple tests, making simple predictions for what might happen and suggesting ways to answer their questions. -Use simple equipment to measure and make observations. -Begin to notice patterns and relationships in their data and explain what they have done and found out using simple scientific language. -Describe how some objects and materials can be changed and how these changes can be desirable or undesirable. 			

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<p>Beach Hut DT</p>					<p><u>DT – Beach Hut</u></p> <ul style="list-style-type: none"> - Generate and communicate their ideas through a range of different methods. - Explore how a structure can be made stronger, stiffer and more stable. - Explain how closely their finished products meet their design criteria and say what they could do better in the future. 		
<p>English</p>	<p><u>Talk 4 Writing - Big Write</u> Narrative – Pirates Love Underpants</p>	<p><u>Talk 4 Writing - Big Write</u> Information text – Captain Cook</p>	<p><u>Talk 4 Writing - Big Write</u> Descriptions - Pirates</p>	<p><u>R.E</u> Who is Jewish and what do they believe?</p>	<p><u>Assessment</u></p>	<p><u>Talk 4 Writing - Big Write</u> Poetry – Acrostic – Grace Darling</p>	
<p>WCR</p>	<p>Little Wandle Guided Reading</p>						
<p>SPAG</p>		<p>Capital letter, full stops, questions marks and exclamation marks</p>	<p>Common and Proper Nouns</p>	<p>Recognising Sentences</p>	<p>Using Conjunctions in Sentences</p>	<p>Commas in a list</p>	<p>Writing Lists</p>
<p>PE</p>	<p>Cricket Hit, Catch, Run</p> <p>NC Links-Develop eye to hand coordination for hitting Participate in hitting and fielding games Literacy Links-Describe which bats were easier or harder to use Communicate as part of a team Numeracy Links- Keep track of runs scored in a game Use different points system to score a game Progression Yr 3 - Master basic movements including hitting, returning, moving to return</p> <p>Work collaboratively to use basic tactics</p>						
<p>RE</p>				<p>Who is Jewish and what do they believe? Talk about how the mezuzah in the home reminds Jewish people about God (A3). Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (B1). Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means (A2). Ask some questions about believing in God and offer some ideas of their own (C1).</p>			
<p>Music</p>	<p>Hands, Feet, Heart</p>						

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Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Magnificent Monarchs History	<u>History</u> -Describe how an aspect of life has changed over time. -Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it. - Sequence significant information in chronological order. -Use historical models to make judgements about significance and describe the impact of a significant historical individual. -Describe the hierarchy of a past society.						Christmas/Catch Up	
			<u>Science</u> -Use simple equipment to measure and make observations. -Compare the suitability of a range of everyday materials for uses. -Observe what happens when a range of everyday materials, including foods, are heated and cooled, sorting and grouping them based on their observations. -Describe how some objects and materials can be changed and how these changes can be desirable or undesirable.					
					<u>Art</u> - Select the best materials and techniques to develop an idea. -Identify and mix secondary colours. -Explain why a painting, piece of artwork, body of work or artist is important			
Muck Mess and Mixture Science								
Mix It! Art								
English	<u>Talk 4 Writing - Big Write</u> Instructions – Revolting Recipes		<u>Talk 4 Writing - Big Write</u> Narrative – Monster Max’s Shark Spaghetti		<u>Talk 4 Writing - Big Write</u> Letters to Santa		<u>RE</u> Who is Jewish and what do they believe? (Christmas and Hannuka)	
WCR	Little Wandle Guided Reading/Fluency							
SPAG	What are Nouns?	What are Adjectives?	Using Adjectives in Sentences	Double Adjectives with Commas	Adjectives after a Noun	Recognising so and but	Using because and that	Using when and if
PE	Gymnastics NC Links Become competent and confident in fundamental basic ABC in reaction to gymnastic activity Develop and perform simple sequences Literacy Links – Describe different gymnastic elements and the movements involved. Describe why strength and flexibility is important in gymnastic movements Numeracy Links – apply correct number of elements required to movement patterns Progression Yr 3 - Devise simple sequences using compositional ideas Master basic movements including leaping, jumping, balancing and stretching							

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Work collaboratively to adapt, change and improve individual sequence							
RE							<p>Who is Jewish and what do they believe? (Christmas and Hannuka)</p> <p>Make links between some Jewish teachings and how Jewish people live (A2). Express their own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in the light of their learning about why Jewish people choose to celebrate in these ways (C1).</p>
Music	Ho, Ho, Ho						

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Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>Street Detectives History</p>	<p><u>History</u> -Describe how an aspect of life has changed over time. -Describe, in simple terms, the importance of local events, people and places.</p>		<p><u>Geography</u> -Collect and organise simple data in charts and tables from primary sources. -Study aerial photographs to describe the features and characteristics of an area of land. -Draw or read a range of simple maps that use symbols and a key.-Use geographical vocabulary to describe how and why people use a range of human features. -Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities. -Describe ways to improve the local environment.</p>			
<p>Use of materials Science</p>				<p><u>Science - Materials</u> -Observe objects, materials, living things and changes over time, sorting and grouping them based on their features and explaining their reasoning. -Describe how some objects and materials can be changed and how these changes can be desirable or undesirable. -Begin to notice patterns and relationships in their data and explain what they have done and found out using simple scientific language. -Compare the suitability of a range of everyday materials for particular uses. -Ask and answer scientific questions about the world around them.</p>		

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<p>Still Life Art</p>						<p><u>Art – Still Life</u></p> <ul style="list-style-type: none"> - Analyse and evaluate their own and others' work using artistic vocabulary. - Describe similarities and differences between artwork on a common theme. - Identify and mix secondary colours. - Draw, paint and sculpt natural forms from observation, imagination and memory. - Analyse and evaluate their own and others' work using artistic vocabulary.
<p>English</p>	<p><u>Talk 4 Writing - Big Write</u> Recount – Christmas Holidays</p>	<p><u>Talk 4 Writing - Big Write</u> Non-Chronological Report – Dover Castle</p>		<p><u>Talk 4 Writing - Big Write</u> Narrative – In Every House</p>		<p><u>R.E</u> What makes some places sacred? (Comparison between Church and Synagogue)</p>
<p>WCR</p>	<p>Little Wandle Guided Reading/Fluency</p>					
<p>SPAG</p>	<p>Recognising and Using Questions</p>	<p>Recognising and Using Commands</p>	<p>Types of Verbs</p>	<p>What are Adverbs and Adding -ly</p>	<p>Recognising Adverbs</p>	<p>Using Adverbs</p>
<p>PE</p>	<p>Dance NC Links Become competent and confident in fundamental basic ABC in reaction to dance activity Develop and perform simple movement patterns Literacy Links –Describe different dance actions and movement involved Describe why responding to both mood and music is important in dance Numeracy – Work within beat patterns and counting patterns apply counts independently Progression Yr 3 - Develop and perform simple routines Perform to an audience</p>					
<p>RE</p>						<p>What makes some places sacred? (Comparison between Church and Synagogue)</p> <p>Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3).Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2). Describe some of the ways in which people use music in worship, and talk about how different kinds of music make them feel (C1). Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1).</p>
<p>Music</p>	<p>Ocarinas</p>					

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Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Mover and Shakers History	<p><u>History</u></p> <ul style="list-style-type: none"> - Use historical models to make judgements about significance and describe the impact of a significant historical individual. -Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography. -Sequence significant information in chronological order. -Describe how an aspect of life has changed over time. -Use historical sources to begin to identify viewpoint. -Learn about the lives of significant individuals in the past who have contributed to national and international achievements. 					
Human Survival Science			<p><u>Science - Humans</u></p> <ul style="list-style-type: none"> - Describe the stages of human development (baby, toddler, child, teenager, adult and elderly). -Describe what humans need to survive. -Follow a set of instructions to perform a range of simple tests, making simple predictions for what might happen and suggesting ways to answer their questions. -Use simple equipment to measure and make observations. -Describe the importance of a healthy lifestyle, including exercise, a balanced diet, good quality sleep and personal hygiene. 			
Cut, Stitch and Join DT					<p><u>DT – Sewing</u></p> <ul style="list-style-type: none"> -Explain how an everyday product could be improved. -Compare different or the same products from the same or different brands. -Select the appropriate tool for a task and explain their choice. -Use different methods of joining fabrics, including glue and running stitch. -Add simple decorative embellishments. - Explain how closely their finished products meet their design criteria and say what they could do better in the future. 	
English	<p><u>Talk 4 Writing – Big Write</u> Auto Biographies</p>		<p><u>Talk 4 Writing - Big Write</u> Setting Description</p>		<p><u>Assessment</u></p>	<p><u>R.E – Easter</u> How and Why Do We Celebrate Special and Sacred Times?</p>
WCR	<p>Little Wandle Guided Reading/Fluency</p>					
SPAG	Recognising Contractions	Using Contractions	Introducing Possession	Possession or Plural	Recognising and Using Exclamations	Recognising and Using Statements
PE	<p>Attack, Defend, Shoot</p>					
RE						<p>How and Why Do We Celebrate Special and Sacred Times?</p> <p>Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1). Re-tell stories connected with Christmas/Easter/Harvest/Pentecost</p>

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						<p>and a festival in another religion and say why these are important to believers (A2).</p> <p>Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1).</p> <p>Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1).</p>
Music	I Wanna Play in a Band					

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Term 5	Week 1	Week 2	Week 3	Week 4	Week 5
Let's Explore the World Geography	<u>Geography</u> - Name and locate seas surrounding the UK, the five oceans and seven continents around the world. - Use simple compass directions to describe the location of features or a route on a map. - Draw or read a range of simple maps that use symbols and a key. - Ask and answer simple geographical questions through observation or simple data collection. - Locate the equator and the North and South Poles on a world map or globe. - Describe simple weather patterns of hot and cold places. - Identify characteristics of the four countries and major cities of the UK.				
Remarkable Recipes DT				<u>DT - Food</u> -Identify the origin of some common foods (milk, eggs, some meats, common fruit and vegetables). - Prepare ingredients by peeling, grating, chopping and slicing. - Select the appropriate tool for a task and explain their choice. - Explain how closely their finished products meet their design criteria and say what they could do better in the future.	
Animal survival Science			<u>Science - Animals</u> - Identify and name a variety of plants and animals in a range of habitats and microhabitats. - Explain how animals, including humans, need water, food, air and shelter to survive. - Interpret and construct simple food chains to describe how living things depend on each other as a source of food. - Describe the basic life cycles of some familiar animals. - Use simple equipment to measure and make observations. - Ask and answer scientific questions about the world around them. - Describe typical UK seasonal weather patterns in relation to animal survival.		
English	<u>Talk 4 Writing - Big Write</u> Persuasive text – Rainforests/Oceans		<u>SATs</u>	<u>Talk 4 Writing - Big Write</u> Instructions	

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WCR	Little Wandle Guided Reading/Fluency				
SPAG	Recognising and Using Past and Present Tense	Recognising Past Progressive Tense	Using Past Progressive Tense	Recognise Present Progressive Tense	Using Present Progressive Tense
PE	<p>Run, Jump, Throw</p> <p>NC Links- Develop agility in running</p> <p>Participate in competition in running, jumping and throwing</p> <p>Literacy Links –Describe the difference between static and dynamic balances</p> <p>Numeracy Links – Counting items with different values</p> <p>Progression Yr 3 - Play in competitive games developing basic tactics</p> <p>Master basic movements including change of speed, throwing and catching</p> <p>Athletics</p> <p>NC Links- Build competence in a range of athletic type activity including running, jumping and throwing</p> <p>Compete as an individual and in team games</p> <p>Literacy Links- talk around issues of health, fitness and activity in and out of school</p> <p>Numeracy Links- Recording and reporting scores, using more complex addition</p> <p>Progression Yr 3 - Compete against self and others developing simple techniques</p> <p>Master basic movements including running, throwing and jumping</p>				
RE	<p>What can we learn from Sacred books? (Judaism and Christianity)</p> <p>Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3).</p> <p>Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2).</p> <p>Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1).</p> <p>Talk about issues of good and bad, right and wrong arising from the stories (C3).</p>				
Music	Zoo Time				

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Term 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Coastline Geography			<p style="text-align: center;"><u>Geography</u></p> <ul style="list-style-type: none"> - Use simple compass directions to describe the location of features or a route on a map. - Draw or read a range of simple maps that use symbols and a key. - Describe, in simple terms, the effects of erosion. - Collect and organise simple data in charts and tables from primary and secondary sources. - Describe the size, location and position of a physical feature, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation. - Describe the size, location, and function of a local industry. 		Transition		
Plant Survival Science	<p style="text-align: center;"><u>Science - Plants</u></p> <ul style="list-style-type: none"> - Observe objects, materials, living things and changes over time, sorting and grouping them. - Identify and name a variety of plants and animals in a range of habitats and microhabitats. - Observe and describe how seeds and bulbs change over time as they grow into mature plants. - Begin to notice patterns and relationships in their data and explain what they have done and found out using simple scientific language. - Describe how plants need water, light and a suitable temperature to grow and stay healthy. - Ask and answer scientific questions about the world around them. 						
Flower Head Art						<p style="text-align: center;"><u>Art</u></p> <ul style="list-style-type: none"> - Make simple sketches to explore and develop ideas. - Describe similarities and differences between artwork on a common theme. - Draw, paint and sculpt natural forms from observation, imagination and memory. - Create a range of textures using the properties of different types of paper. - Identify and mix secondary colours. - Analyse and evaluate their own and others' work using artistic vocabulary. 	
English	<p style="text-align: center;"><u>Talk 4 Writing - Big Write</u> Narrative – The Snail and the Whale</p>		<p style="text-align: center;"><u>Talk 4 Writing - Big Write</u> Poetry – Beach Limerick</p>			<p style="text-align: center;"><u>R.E</u> What can we learn from Sacred books? (Judaism and Christianity)</p>	
WCR	Little Wandle Guided Reading/Fluency						
SPAG	Compound Nouns	Adding -ment, -er, -ness	Adding -full, -less	Suffixes for Comparative Adjectives		Suffixes for Superlative Adjectives	Compare and Order Comparative and Superlative Adjectives
PE	Send and Return NC Links –participate in modified net/wall games Combine isolated skills- e, g- moving towards a ball to make contact						

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	<p>Compete against self and others to score points Literacy Links –Name some traditional net/wall games. Say out loud scores of self and others. Use some language related to net/wall games Numeracy Links –Keep track of scores. Work out who the winners are Progression Yr 3- Play in competitive games developing simple tactics Master basic tactics of running, throwing and catching To work collaboratively to use basic tactics for attacking play</p>						
<p>RE</p>						<p>What can we learn from Sacred books? (Judaism and Christianity)</p> <p>Suggest their own ideas about stories from sacred texts and give reasons for their significance (C1).</p> <p>Make links between the messages within sacred texts and the way people live (A2).</p>	
<p>Music</p>	<p>Friendship Song</p>						