

Y2 Medium Term Plans 2025-2026

| 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 | Little Wandle Guided Reading/Fluency | | | | | |
| SPAG | Recognising Contractions | Using Contractions | Introducing Possession | Possession or Plural | Recognising and Using Exclamations | Recognising and Using Statements |
| PE | Attack, Defend, Shoot | | | | | |
| 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 | | | | | |