



Medium Term Plan
Year 2 – Term 4 – 2025/2026

Writing Genre:	<p>Fiction: Quest stories (+ revisiting instructional texts) Model Text: Little Red Riding Hood</p> <p>Transcription:</p> <ul style="list-style-type: none">• -es to -y; ed, er, est & ing to -y; ed, er, est & ing to -e; ed, er, est & ing to since C after V, -ment, -ness, -ful, -less and -ly, /sh/ spel ti, ci, ssi /zh/ spelt as, s• Common Exception Words: eye could would whole any many busy• Possessive apostrophe (singular) [for example, the girl's book]• Question marks to indicate short questions. <p>Handwriting:</p> <ul style="list-style-type: none">• Start using some of the diagonal and horizontal strokes needed to join letters.• use diagonal strokes to join from the handwriting line for the 'curly caterpillar letter family: c a o d g q e s f <p>Composition: to create a setting that the reader can imagine.</p> <ul style="list-style-type: none">• Use a range of adjectives to add description for the reader.• Writing using sentences of 3 to intensify the description.• Alliteration to string words together.• Prepositions to describe where things are e.g. beneath, besides.• Use of their senses.
Reading	<p>Familiarity with books, stories & rhymes: Jack and the Baked Beanstalk; Journey, Quest, Return - Aaron Becker; Once Upon a Tune</p> <p>Decoding - Fluency & Word Reading:</p> <ul style="list-style-type: none">• -es to -y; ed, er, est & ing to -y; ed, er, est & ing to -e; ed, er, est & ing to since C after V, -ment, -ness, -ful, -less and -ly, /sh/ spel ti, ci, ssi /zh/ spelt as, s• Common Exception Words: eye could would whole any many busy <p>Comprehension focus(es) to investigate:</p> <ul style="list-style-type: none">• Focus 1: Jack and the Baked Beanstalk – character, setting, structure/plot - compare similarities and differences in character and setting to the traditional tale (learnt in Y1). What's the same, what's different.• Focus 2: Journey – setting. Becker creates 'big' worlds, but what details does he choose to include? Why might he have included these?• Focus 3: Quest & Return - themes/messages/ideas. What were some of the key themes and ideas in Journey e.g. loneliness, bravery, kindness; which of these are evident in Quest & Return?
SPAG	<ul style="list-style-type: none">• -es to -y; ed, er, est & ing to -y; ed, er, est & ing to -e; ed, er, est & ing to since C after V, -ment, -ness, -ful, -less and -ly, /sh/ spel ti, ci, ssi /zh/ spelt as, s• Common Exception Words: eye could would whole any many busy• Possessive apostrophe (singular) [for example, the girl's book]• Question marks to indicate short questions.
Mathematics	<p>Number: Multiplication and Division</p> <ul style="list-style-type: none">• Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers.• Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) sign.• Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts. <p>Measurement: Length & height</p> <ul style="list-style-type: none">• Choose and use appropriate standard units to estimate and measure length/height in any direction• (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.• Compare and order lengths, mass, volume/capacity and record the results using >, < and =



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	<p>Measurement: Mass, Capacity and Temperature</p> <ul style="list-style-type: none">Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels <p>Arithmetic: Mastering Number</p> <p>Pupils will have an opportunity to use their knowledge of the composition of numbers within 10 to calculate within 20; they will explore the links between the numbers in the linear number system within 10 to numbers within 100, focusing on multiples of 10 and the midpoint of 50. Pupils will:</p> <ul style="list-style-type: none">explore how the numbers 6 to 9 can be doubled using the '5 and a bit' and '10 and a bit' structureuse doubles to calculate near doublesuse bonds of 10 to reason about bonds of 20, in which the given addend is greater than 10use known number bonds within 10 to calculate within 20, working within the 10-boundaryuse their knowledge of bonds of 10 to find three addends that sum to 10use their knowledge of the composition of numbers within 20 to add and subtract across the 10 boundaryuse their understanding of the linear number system to 10 to position multiples of 10 on a 0 – 100 number line and reason about midpoints use their knowledge of bonds of 10 to find three addends that sum to 10use their knowledge of the composition of numbers within 20 to add and subtract across the 10 boundaryuse their understanding of the linear number system to 10 to position multiples of 10 on a 0 – 100 number line and reason about midpoints <p>Problem Solving:</p> <ul style="list-style-type: none">Looking for patternsTrial and improvement
Science	<p>Animals including humans</p> <ul style="list-style-type: none">To know the meaning of a life cycle.To know that animals, including humans, change a lot as they move through the cycle.To understand that scientists observe closely – they look for change and they look for growth to help them understand.To know that humans begin as babies and grow into adults; we go through different stages of growth.That, as we get older, our body parts grow.To know that scientists use measurements to explore how living things change and grow.To know that living things need water, food, air and shelter to survive.To know that humans should exercise to keep us fit and healthy and help our body to function.To know that humans need to eat the right amounts of different types of food.To be able to sort foods into healthy and unhealthy groups.To know that scientists investigate food so that they can educate people about healthy choices.
Religious Education	<p>Who is Muslim and what do they believe? (Continued...)</p> <ul style="list-style-type: none">How Muslims think of God (Allah) and how following God shows them ways to behave. (tawid and how this links to not drawing Allah).Theologists study sources to have a good understanding of Muslim's beliefs in Allah.That Muslims have 99 names for Allah.How music is used by Muslims and what this tells us about their beliefs about God and their religion.How the Angel Jibril revealed the Qur'an to Prophet Muhammad on Mount Hira; how Muslims learn Arabic to be able to read and remember it and what are some teachings from the Holy Qur'an.Identify some ways Muslims mark Ramadan (it begins when the full moon is spotted; it is the holy month of fasting; no eating during the hours of daylight; breaking fast: giving money to charity).



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	<ul style="list-style-type: none">Understand how Muslims celebrate Eid-al-Fitr (three days of celebration; saying Eid Mubarak – Blessed Eid; going to the Mosque; parties; new clothes and money) and how this might make them feel.To understand the significance and importance of prayer beads, prayer mat, Qur'an and stand, compass, headscarf for Muslims.To reflect on their beliefs about God and how this relates to Muslims beliefs.
Physical Education	<p>Gymnastics</p> <ul style="list-style-type: none">To perform gymnastic shapes and link them together.To use shapes to create balances.To link travelling actions and balances using apparatus.To demonstrate different shapes, take off and landing when performing jumps.To develop rolling and sequence building.To create a sequence using apparatus.To learn how to tense their muscles to stay balanced <p>Invasion Games</p> <ul style="list-style-type: none">To understand what being in possession means and support a teammate to do this.To understand that scoring goals is an attacking skill and to explore ways to do this.To understand that stopping goals is a defending skill and explore ways to do this.To explore how to gain possession.To mark an opponent and understand that this is a defending skill.To learn to apply simple tactics for attacking and defending.I can describe how my body feels during exercise.
Geography	<p>Weather</p> <ul style="list-style-type: none">To use world maps to identify specific countries when appropriate, using knowledge of which continent/hemisphere the country is in.That the UK is in the northern hemisphere.The four seasons are spring, summer, autumn and winter, and the characteristics of each in relation to the UK. (Extend pupils by explaining that weather during each season is different in other places in the world e.g. Australia, and that some places (Serengeti) only have two seasons.)That weather and seasons are affected by a country's position in the world. The weather in the United Kingdom is influenced by the Atlantic Ocean.That spring often has mild temperatures and can have heavy rainfall.That in summer, temperatures are warmer and rainfall is less frequent.That in autumn, temperatures are cooler leading to winter, where temperatures are often at their lowest, and it may snow.That Geographers collect information and data to study weather and climate.That a rain gauge measures how much rain has fallen, a wind vane shows which way the wind is blowing and a thermometer measures the temperature.To know that weather forecasts help people to prepare for different kinds of weather.
RSHE	<p>Health and Wellbeing</p> <p>Keeping Safe:</p> <ul style="list-style-type: none">About fire safety: that they must never play with fire or matches; that if their clothes were to catch fire they should stop, drop and roll; that if there was a fire they should stay low on the floor; that they must 'get out and stay out'; that they must never hide during a fire.About road safety: that they should hold an adults hand when crossing the road and they should stop, look and listen before crossing; that they should cross at pelican or zebra crossings whenever possible; that they should never cross if there is something obstructing their view of the road.About online safety: why it is important to keep passwords and personal information private when online; how to report a concern; that sometimes people may behave differently online, including by pretending to be someone they are not.About sun safety: that they need to wear sun cream and to cover up with appropriate clothing and hats to protect their skin from the sun damage.



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	<p>Families and close positive relationships:</p> <ul style="list-style-type: none">• That everyone has different likes and dislikes and to identify some of their own.• Some simple strategies for managing feelings, including sadness, anger and loneliness.• That it is important to ask for help with feelings and how to ask for it and that these strategies will help us as we grow and develop.• That there are some physical differences between males and females, such as their external genitalia and know the names for the main parts of the body, including using the names penis and vulva for external genitalia. (SRE lessons 2 & 3)• How to respond safely to adults they do not know.• To reflect on times that they have kept themselves and others safe and that if they feel unsafe or worried for themselves or others, they should always talk to a trusted adult.
Music	<p>Grandma rap</p> <p><u>Singing</u></p> <ul style="list-style-type: none">• To sing songs with increasing vocal control, pitching with increasing accuracy• Chant Grandma rap rhythmically and perform to an accompaniment children create. <p><u>Musicianship</u></p> <ul style="list-style-type: none">• Show the following durations with actions: 'walk' (crotchet) and 'jogging' (quavers).• Chant and play rhythms using the durations of 'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest) from stick notation. <p><u>Composing</u></p> <ul style="list-style-type: none">• To use music technology to capture, change and combine sounds• Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app.
DT	<p>Cooking: Baking Oatmeal Cookies</p> <ul style="list-style-type: none">• That when we make food it can be served hot or cold. If something is served hot, then it has been cooked.• That food is cooked in a variety of ways: hob, oven, toaster and/or microwave.• That when cooking food we have to stay safe and we do this by always making sure an adult is with us when we cook, we use oven gloves and never leave an oven unattended.• That the recipe helps us to know what we need and the order in which we make them. This is sometimes called the method. Bakers use the method to ensure that they make something correctly.• To plan their own recipe for the cookies with step by step instructions.• To sift flour into a bowl.• To mix, stir and combine liquid and dry ingredients• To (with help), crack an egg and beat with a balloon whisk• To use hands to shape dough into small balls or shapes• To prepare food for baking/frying e.g. greasing baking tins and adding oil to frying pans/saucepans• That in cooking, tasting your product is essential for evaluating its success.• To compare their own cookie to the teacher's and original design brief.