Medium Term Plan
Year 2 – Term 3 – 2025/2026

Writing Genre: Information Texts	**Non-Fiction: Information Texts** **Class Text: Hodgeheg** **Model Text: The Blue Shimmer Dragon** **Handwriting** • Form lower-case letters of the correct size relative to one another. • Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. • Start using some of the diagonal and horizontal strokes needed to join letters. **Composition** • Write for different purposes. • Plan or say out loud what they are going to write about. • Encapsulate what they want to say, sentence by sentence. • Evaluating their writing with the teacher and other pupils. • Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]. • Use the present and past tenses correctly and consistently including the progressive form. • Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but).
Reading	**Class Text: Hodgeheg (Dick King-Smith)** **Word Reading** • Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • Read words containing common suffixes • 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 **Comprehension** • Be introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meanings of words, linking new meanings to known vocabulary • Draw on what they already know or on background information and vocabulary provided by the teacher • Answer and ask questions
SPAG	• Adding -es to nouns and verbs ending in -y Example words: flies, tries, replies, copies • Adding -ed, -er, -est and -ing to a root word ending in –y (1) Example words: copied, copier, happier, happiest, crying, replying. • Adding -ed, -er, -est, -ing and -y to a root word ending in –e (1) Example words: hiking, biked, hiker, shiny. • Adding -ed, -er, -est, -ing and -y to words of one syllable ending in a single consonant letter after a single vowel letter (1) Example words: patted, fatter, saddest, runny. • Common exception word spellings: plant, bath, path, hour, move, prove, improve, suer, sugar • Learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks. • Use sentences with different forms: statement, question, exclamation, command • Use commas to separate items in a list • Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name] • Use present tense and past tense consistently throughout writing
Mathematics	**Measurement: Money** • Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. • Find different combinations of coins that equal the same amounts of money. • Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. **Number: Multiplication and Division** • 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. **Arithmetic: Mastering Number** • explore how the numbers 6 to 9 can be doubled using the '5 and a bit' and '10 and a bit' structure • use doubles to calculate near doubles • use bonds of 10 to reason about bonds of 20, in which the given addend is greater than 10 • use known number bonds within 10 to calculate within 20, working within the 10-boundary • use their knowledge of bonds of 10 to find three addends that sum to 10 • use their knowledge of the composition of numbers within 20 to add and subtract across the 10-boundary **Problem Solving** • Conjecturing • Working systematically
Science	**Uses of Everyday Materials** • That everyday objects are made from materials that have different properties. • To know that different materials have properties that make them suitable for specific purposes and uses. • That scientists use their knowledge of materials and their properties to suggest which ones are the most appropriate for their use. • To know the suitability of a variety of everyday materials for different uses. • To be able to gather and record data using simple fair tests and draw conclusions. • That the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. • To know that the shapes of solid objects made from some materials can be changed by stretching. • To know that when scientists plan an experiment, they must keep certain things the same.
Religious Education	**Who is a Muslim and What do They Believe?** • 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). • 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	**Dance** • To remember, repeat and link actions to tell the story of my dance. • To develop an understanding of dynamics and how they can show an idea. • Use counts of 8 to help you stay in time with the music. • To copy, remember and repeat actions using facial expressions to show different characters. • To explore pathways and levels. • To remember and rehearse our circus dance showing expression and character. **Sending and Receiving** • To roll a ball towards a target. • To be able to track and receive a rolling ball. • To be able to stop, send and receive a ball with your feet. • To develop throwing and catching skills. • To develop throwing and catching skills. • To send and receive a ball using a racket.

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History	**The Internet and Communication** • That historians use sources to find out about the past, specifically how historians make claims about the earliest forms of communication. • That some of the earliest forms of communication relied on symbols and drawings to tell stories and pass messages, specifically hieroglyphics in Ancient Egypt and cave drawings in Stone Age Britain. • That historians make judgments about the amount, nature or pace of change across time, specifically in relation to communication. • That the history of communication started with people sharing spoken messages and that this has developed over time. • That Samuel Morse developed telegrams and Morse Code which revolutionised long-distance communication and allowed complex messages to be sent in code. • That the telephone was first officially developed by Alexander Graham Bell almost 200 years ago and allowed people to communicate across long-distances. • That the World Wide Web was developed by Tim Berners-Lee and changed communication forever by introducing instant messaging services such as emails. • To compare aspects of communication in different periods.
RSHE	**Health and Well-being** • That a physically healthy lifestyle involves daily exercise, a balanced diet, good hygiene, drinking water and getting enough sleep. • That medicines (including vaccinations and those that support allergic reactions) can help people stay healthy. • That a mentally healthy lifestyle involves talking about our feelings and emotions, spending time doing things we enjoy, playing outside, spending time with family and friends, resting and relaxing, and getting enough sleep. • That it is important to take a break from TV, tablets, games consoles and the internet. • That their choices and decisions will have good and not so good consequences and that they must consider these before making a real informed choice. • 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. • 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. • How to respond safely to adults they do not know. • That they share a responsibility for keeping themselves and others safe and that if they feel unsafe or worried for themselves or others, they should always talk to a trusted adult **SRE** • 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)
Computing	**Algorithms and debugging** • To decompose a game to predict the algorithms used to create it. • That programmers remove of unnecessary detail to help debug an algorithm. • To debug a navigational algorithm. • That creators must plan their project before beginning to make it (revised) • To plan an algorithm to solve a simple navigational problem. • Why it is important to keep passwords and personal information private when online. • To know a user would consider the consequences of differing levels of security

	• How to report a concern and ask permission before posting.
Art	**Mini-beast papier-mâché sculptures** • That a sculpture is a 3D (three dimensional) piece of art that can stand on its own, or be put on a wall or hung from the ceiling. • That three-dimensional means something isn't flat – they have width, height and depth. • That sculptures can be made to look like something but can also be made up. • That observational art is when you make art to mimic what you observe (see). • That you can then abstract from this to make up something new, like Benavidez. • To form an opinion of whether they prefer observational or abstract sculptures and their reasons for choosing. • That artists can make art from their mind but can also copy from references (real things or photos of real things). • That artists often begin using observational art of a real object, then make further sketches to abstract from it and make something new. • That sculptures can be made from a lot of different materials. • That papier-mâché is made using a mixture of plain flour and warm water, and involves coating an object using small pieces at a time. • To abstract from a reference to make your own creation. • That papier-mâché must be done in layers and left to dry for the best result. • To see the value in creating art of something new and made up. • To collaborate with others to create art that uses real-life space for display.