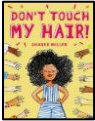




Year 2 Medium Term Planning Overview 2025-26 Onwards

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus Text	Little Red – Bethan Woolvin	Flotsam – David Wiesner	Tear Thief – Carol Ann Duffy	James and the Giant Peach – Roald Dahl Human Achievement: Person – Roald Dahl	Julius Zebra; Entangled with the Egyptians – Gary Northfield	The Orchard Book of Greek Myths – Geraldine McCaughrean
Immersive Environment	Grandma’s cottage Cloak Cottage	Under the Sea	Glimmering Moon, Streetlight	Giant Peach / Empire State building	Pyramid	Greek Temple
English	Written Outcomes: Narrative – character profile IC (N.B. published outcome an oral performance/reading). <i>Exemplar - Key stage 1 English writing training exercise 4. Pupil D, piece B (EXS)</i> Narrative – change ending. IC <i>Exemplar - Teacher assessment exemplification: end of key stage 1. Ali, Piece A (GDS)</i> Instructions – recipe. <i>Exemplar - KS1 2018 Training Exercise Pupil 1 - Piece D (EXS)</i>	Written Outcomes: Narrative – setting description. IC published piece <i>Exemplar - Teacher assessment exemplification: end of key stage 1. Kim, piece B (EXS)</i> Independent Write Persuasive Letter – to the Prime Minister. <i>Exemplar - 2018 KS1 training exercise Pupil 1, piece C (EXS)</i> Recount – Trip to The Deep IC <i>Exemplar - Teacher assessment exemplification: end of key stage 1 2018. Ali, piece B (GDS)</i>	Written Outcomes: Narrative – change story ending. IC <i>Exemplar - Key stage 1 English writing training exercise 3. Pupil C, Piece A (GDS)</i> Non-Chronological Report – Linked to Animals and their habitats in Science. <i>Exemplar - 2019 Key stage 1 English writing training exercise 1. Pupil A, piece E (EXS)</i> Independent Write Recount – sad event in role as a crying child from the story (N.B. published outcome an oral performance/reading). <i>Exemplar - 2019 Key stage 1 English writing training exercise 1. Child D, piece C (EXS)</i>	Written Outcomes: Narrative – missing chapter (a different place to visit) IC <i>Exemplar - Teacher assessment exemplification: end of key stage 1 2018. Ali, piece A (GDS)</i> Non-Chronological Report – Hot and cold climates <i>Exemplar - Key stage 1 English writing training exercise 1. (EXS) Child A, piece E</i> Letter – Thank you letter from James Independent Write Published piece <i>Exemplar - Key stage 1 English writing training exercise 3. Pupil C, piece B (GDS)</i>	Written Outcomes: Non-fiction leaflet - how the Ancient Egyptians changed the future (N.B. published outcome an oral performance/reading). <i>Exemplar - Key stage 1 English writing training exercise 3. Child C, piece D (GDS)</i> Diary – of Julius’ tour of the pyramids IC <i>Exemplar - Key stage 1 English writing training exercise 3. Pupil C, Piece C (GDS)</i> Recount – of the Ancient Egypt VR Day <i>Exemplar - Key stage 1 2019 English writing training exercise 1. (EXS) Child A, piece C</i>	Written Outcomes: Narrative – character description (new God) Independent Write <i>Exemplar - Key stage 1 English writing training exercise 3. Child C, piece A (GDS)</i> Narrative – based on a Greek Myth IC published piece <i>Exemplar - 2019 Teacher assessment exemplification: end of key stage 1. Ali, piece F (GDS)</i> Procedural Instructions Text – Forces (car manual) <i>Exemplar - Teacher assessment exemplification: end of key stage 1 2018. Ali, piece C (GDS)</i>
Maths	Number - Place Value Number - Addition and Subtraction	Number – Addition and Subtraction Geometry – 2D and 3D shapes	Measurment – Money Number - Multiplication and Division	Measurement – Length and Height Measurement – Mass, Capacity and Temperature	Number – Fractions Measurement – Time	Statistics Geometry – Position and Direction
Wider Academic Study: taught concepts and learning opportunities						
RE	UC1.1 God: What do Christians believe God is like? (WHOLE UNIT) Texts: Luke 15:1– 2, 11–32 Christianity Vocabulary: prodigal, lost, sorry, love, forgiveness, parable, holy	UC1.3 Incarnation: Why does Christmas matter to Christians? (Digging deeper) Texts: Simple versions of the Christmas Story, including Luke 1 and 2 Christianity Vocabulary: Christmas, incarnation, saviour, king Major festival: Judaism - Hannakuh	UC1.2 Creation: Who made the world? (WHOLE UNIT) Texts: Genesis 1 and 2 Christianity Vocabulary: Creation, beginning, Adam, Eve, serpent, animals, heaven, earth	UC1.5 Salvation: Why does Easter matter to Christians? (Digging deeper) Texts: Simple versions of the Holy Week and Easter gospel accounts Christianity Vocabulary: Cross, Jesus, forgiveness, new beginnings	NAS2.2: Believing What do Jewish people believe about God, creation, humanity and the natural world? Judaism Vocabulary: Jewish, Jew, synagogue, Torah, Hebrew, Siddur, shabbat	NAS2.4: Story The Torah & Jewish Stories How and why are some stories important in religions? Judaism, Christian, Non-religious worldviews Vocabulary: Torah, scripture, Bible, perseverance, courage, forgiving, God, Creator
History Time Period Focus: chronological understanding during the BC period	Early Humans and (3500BC – 2500BC) Outdoor Learning Chronology – Locate on a timeline Evidence – introduce term ‘sources’ Significance- Ask and answer questions about how early humans changed the future.				Ancient Egyptians (3100BC – 332BC) Outdoor Learning Chronology – Locate on a timeline Evidence – begin to synthesise sources and say what happened Significance- Ask and answer questions about how the Ancient Egyptians changed the future, specifically the respect afforded to women.	Ancient Greeks (800BC – 146BC) Outdoor Learning Chronology – Locate on a timeline Evidence – synthesise sources and say what happened Significance- Ask and answer questions about how the Ancient Greeks changed the future.
Geography		Trouble in the Oceans Place: Recall and locate world continents and world oceans. Human: Know the causes of different types of pollution & describe the impact Physical: Know what a natural hazard is and give examples (coastal erosion, flooding). Space: Describe the features of an unfamiliar environment: link these with keys and OS symbols on age-appropriate maps.	Traffic Pollution Human: Know the causes of different types of pollution & describe the impact. Space: Carry out a traffic survey and use this to describe the features of the environment. Link these with keys and OS symbols on age-appropriate maps. Cartography and Navigation Navigate a simple journey to Huthwaite Road using four points of the compass; devise their own map.	Hot and Cold Areas of the World Place: Recall and locate world continents and world oceans. Physical: Locate hot and cold areas of the world Cartography: Know the 4 points of the compass, and simple OS Map symbols. Engage with a range of maps to locate culturally significant places i.e. pyramids and other wonders of the world		
Science (See progression map for numbered objectives)	Animals including Humans & Seasons Outdoor Learning Life 1-3 Being Scientific – 4,6	Materials & Seasons Outdoor Learning Matter – 1,2 Being Scientific – 1-6 Energy – 3	Living things and their habitat Outdoor Learning Life – 1-3 Being Scientific -1-6	Plants & Seasons Outdoor Learning Life – 1,2 Being Scientific -1-6 Energy – 3		Seasons & Forces Outdoor Learning Energy 1-3 Being Scientific – 1-6
Music	Focus Music: Prokofiev – Peter and the Wolf Pitch: Use simple language to describe the pitch different notes within Peter & the Wolf Tempo: Use simple language to describe the tempo of a section of Peter & the Wolf and how it changes (e.g. slow, fast, quicker, slower). Duration: Use simple language to describe the duration of sounds within Peter & the Wolf	Focus Music: Prokofiev – Peter and the Wolf Composition: Create music (including song), using their developing knowledge of pitch, tempo, duration and timbre. Performance: Improvise and perform short pieces of music using specific instruments, to reflect a new character, demonstrate their understanding of musical timbre.	Focus Music: Aretha Franklin – Respect Cultural Heritage Piece Texture: Know that the melody is the main sequence of notes in a piece of music. Texture: Identify the melody in ‘Respect’: determine whether one or more instruments are playing the melody. Meaning: Say how a piece of music makes them feel using simple musical shape language to give reasons why (Consider the	Focus Music: Aretha Franklin – Respect Cultural Heritage Piece Composition: Create music (including song), using their developing knowledge of texture. Performance: Improvise and perform short pieces of music using specific choices in texture	Focus Music: Minotaur Dynamics: Know what dynamics are: use simple language to describe the dynamics, and any changes in these, within ‘The Minotaur’ extract. Duration: Use simple language to describe the duration of sounds within Minotaur. Timbre: Know and recognise the timbre of the 4 different instrument families: strings, brass, woodwind and percussion	Focus Music: Minotaur Composition: Create music (including song), using their developing knowledge of dynamics to express fear Performance: Improvise and perform short pieces of music using specific choices in dynamics and timbre.



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	Timbre: Know and recognise the timbre of the 4 different instrument families: strings, brass, woodwind and percussion Timbre: Identify the instruments played in Peter & the Wolf from their timbre		message of the song and Aretha Franklyn’s cultural heritage).		Timbre: Identify the instruments played in Minotar from their timbre	
Art and Design		Focus Artist/Piece: Paul Klee – Fish Magic Outcome: Abstract Engraving Composition (formal elements): Line – recognise and draw zigzags and diagonal lines Colour – consolidate and use secondary colours Texture – overlap and overlay different materials to create effects Y2 Comprehension Skills		Focus Artist/Piece: Quentin Blake illustrations Outcome: Three Step Portraits of Roald Dahl Characters Composition (formal elements): Tone – to create tint and shade continuums using white paint, black paint, and water. Colour – introduce and use tertiary colours Shape and Form – Draw organic 2D shapes to create character illustrations. Proportion – Recognise how artists use proportion to represent human body parts e.g. head, feet, hands, legs Y2 Comprehension Skills Human Achievement: Person – Roald Dahl	Focus Artist/Piece: Zarina Hashmi, Home is a Foreign Place. Outcome: Screen Printed Hieroglyphics – foam Composition (formal elements): Pattern – Explore natural and manmade patterns. Design a repeating manmade pattern based on a specific time era. Y2 Comprehension Skills	
DT	Food: A Picnic Lunch User: classmates Implementation techniques, mechanisms or tools: cutting – sharp knives, peeling, mixing, spreading, combining ingredients Innovation: respond to design criteria i.e. allergies, class preferences Evaluation: write in sentences using writing frames as a guide		Textiles: A Drawstring Pouch User: The Tear Thief Implementation techniques, mechanisms or tools: use of evenly sized and spaced running stitch to create a pouch by joining two pieces of fabric and adding a drawstring technical flat. Innovation: respond to need for a drawstring to close bag Evaluation: write in sentences using writing frames as a guide			Structures: A Moving Car User: themselves Implementation techniques, mechanisms or tools: wood, saw, wood joints, glue, axels, wheels Innovation: respond to need for car to move at different speeds linked to force Evaluation: write in sentences using writing frames as a guide
PE	Handball Resilience Fitness Competition Skill – throwing into a target at different distances	Sports Hall Athletics Resilience Fitness Competition Skill – jumping distances, sprinting, high hurdles with leading leg Dance Resilience Fitness Skill – 16 bar routine, repeated (32 bars), incorporating Rec – Y2 knowledge. Danced with the teacher	Gymnastics Resilience Fitness Skill – shapes – tuck, pike, straddle, stretch, star, dish and arch. Travelling (on floor and apparatus) – bunny, straddle bunny, duck, giraffe, bear, spider, caterpillar, dip walk and sideway bunny. Jumps (from height) – stretch and star. Rolls – tuck, log, dish and arch, pike.	Basketball Resilience Fitness Skill – Chest pass, two-handed bounce pass, dribbling in a stationary position	Tennis Resilience Fitness Competition Skill – balancing an array of objects o racket, understanding the difference between weights. Technique - aiming	Cricket Resilience Fitness Competition Skill – hand and eye coordination – hitting a ball from a tee, using a cricket bat
Computing	In continuous provision areas, children will have free access to ipads, laptops, purple mash apps and beebots Discrete skills to be taught within provision: Touch typing (2Type – First Steps) Navigate and open an app in Purple Mash Save completed work in ‘My Work’ folder and name the file Search internet for images					
	Online Safety Digiduck’s Big Decision Smartie the Penguin – Year 2 Version A Coding: 2 code (1.7)		Online Safety Online Safety Week – Project Evolve Privacy and Security Smartie the Penguin – Year 2 Version B Creation: Animating Stories (1.6)		Online Safety Digiduck’s Famous Friends Digiduck Saves the Day! Coding: 2 Code (2.1)	
RSE	NB: ‘Safety’ also covered half-termly through ‘Project Evolve Online Safety Unit’ Consent – KS1 1,2 Jack and the Beanstalk – Richard Walker  Mental Health – KS1 1,2 Not Now Bernard – David McKee  Identity – KS1 1,3 Stimulus: Something Else – Chris Riddell 	Consent – KS1 3,4 Don’t Touch my Hair – Sharee Miller  Physical Health – KS1 1-3 The Magic Breakfast – Hometaalk 39  Safety – KS1 1-3 Into the Forest – Anthony Browne 	Consent - KS1 1,2 My Body Belongs To Me: From My Head, To My Toes – Marliese Arold  Mental Health – KS1 1,2 Huge Bag of Worries – Virginia Ironside  Safety – KS1 1-3 ‘Curiosity killed the cat’ - Hometaalk 38 	Consent – KS1 3,4 The Switch – The Literacy shed  https://www.literacyshed.com/switch.html Relationships and Friendships – KS1 1-3 Willy and Hugh – Anthony Browne  Equality – KS1 1-3 Are you a boy or are you a girl? – Sarah Savage & Fox Fisher 	Consent – KS1 1,2 Your body belongs to you - Cornelia Spelman and Teri Weidner  Equality – KS1 1-3 We are all born free - UDHR  Physical Health – KS1 1-3 The Hare and the Tortoise – Disney https://www.youtube.com/watch?v=2DrKmpuKhKE	Consent – KS1 3,4 The Princess and the Frog  Relationships and Friendships – KS1 3,4 The Conquerors – David McKee  Identity – KS1 1,2 Woman in Mirror 1959 – Pablo Picasso 
Cultural Capital and Entitlement Outcomes						
Entitlement Activity	Paddle Visit Church Toast marshmallows on an open fire Pantomime Perform in front of an audience – Nativity		Visit Church Learn to sew Plan and navigate a short journey Local Walk		Visit Church	
Knowledge of Human Achievement	Arts - Paul Klee, Fish Magic Major festival: Judaism - Hannakuh		Person – Roald Dahl		Arts - Aretha Franklin – Respect	
Fieldwork – so that pupils	Cresswell Crag Life in the Stone Age	Trip to ‘The Deep’ - to explore the effect of plastic in the oceans and how we can help.	Navigate a simple journey to Huthwaite Road – development			‘The Butterfly House’ - Science knowledge linking to habitats.



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develop disciplinary subject knowledge			of disciplinary knowledge in Geography			