


















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

St Mary Magdalene C of E Primary School

Headteacher: Miss S Robinson

Deputy Headteacher: Mrs S Pearson



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develop disciplinary subject knowledge			of disciplinary knowledge in Geography			