



Year 2

Spelling, English, Maths and Foundation Subjects
Medium Term Plan Autumn 2 2025-2026

	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
SPELLING	/ur/ or word /oo/ u oul awful would /air/ are share /or/ au aur oor al author dinosaur floor walk	/ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father*	/or/ a water Schwa in longer words: different /o/ a want /air/ ear ere bear there	/ur/ ear learn /r/ wr wrist /s/ st sc whistle science Schwa at the end of words: actor	/c/ ch school /sh/ ch chef /z/ /s/ ce se ze freeze	Revisit and review sounds for consolidation	Revisit and review sounds for consolidation
ENGLISH	Core text or inspiration: Traditional Tales						
	Purposes for Writing: To entertain						
	Vocabulary, Grammar and Punctuation	Composition Planning		Composition Drafting and Writing		Composition Evaluating and Editing	
<ul style="list-style-type: none"> •Use spaces between words •Use capital letters correctly •Use full stops •Write a full sentence with a capital letter and a full stop •Use capital letters for names of people •Use ! •Form capital letters correctly •Use apostrophe ' for possessive singular •Use regular plural noun suffixes –s or –es •Use suffixes that can be added to verbs, including where some change is needed to the spelling (e.g. cried) 	<ul style="list-style-type: none"> • discuss a quality model text to understand its purpose • consider what they are going to write before beginning by: <ul style="list-style-type: none"> ○ planning or saying out loud what they are going to write about ○ writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence 		<ul style="list-style-type: none"> • develop positive attitudes towards, and stamina for writing by: • writing for different purposes (entertain) 		<ul style="list-style-type: none"> • make simple additions, revisions and corrections to their own writing by: • evaluating their writing with the teacher and other pupils • re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] • read aloud what they have written with appropriate intonation to make the meaning clear. 		

	<ul style="list-style-type: none"> •Learn how the prefix un– changes the meaning of verbs and adjectives •Turn adjectives into adverbs using the suffix –ly 				
MATHS	Addition and Subtraction			Shape	
	Step 10 Subtract across 10 Step 11 Subtract from a 10 Step 12 Subtract a 1-digit number from a 2-digit number (across a 10) Step 13 10 more, 10 less Step 14 Add and subtract 10s Step 15 Add two 2-digit numbers (not across a 10) Step 16 Add two 2-digit numbers (across a 10) Step 17 Subtract two 2-digit numbers (not across a 10) Step 18 Subtract two 2-digit numbers (across a 10) Step 19 Mixed addition and subtraction Step 20 Compare number sentences Step 21 Missing number problems			Step 1 Recognise 2-D and 3-D shapes Step 2 Count sides on 2-D shapes Step 3 Count vertices on 2-D shapes Step 4 Draw 2-D shapes Step 5 Lines of symmetry on shapes Step 6 Use lines of symmetry to complete shapes Step 7 Sort 2-D shapes Step 8 Count faces on 3-D shapes Step 9 Count edges on 3-D shapes Step 10 Count vertices on 3-D shapes Step 11 Sort 3-D shapes Step 12 Make patterns with 2-D and 3-D shapes	
SCIENCE	Unit: Microhabitats				
	L.O. - Identifying and classifying minibeasts	L.O. - Introduction to scientific enquiry	L.O. - Minibeast hunt	L.O. - Planning an experiment	L.O. - Woodlice experiment
Outco	<ul style="list-style-type: none"> • Identify and name a variety of plants and animals. • Recall that minibeasts live in microhabitats. • Describe microhabitats and their conditions. • Describe how microhabitats provide for the basic needs of animals and plants. 				

	<ul style="list-style-type: none"> • Describe the job role of a botanist. • When working scientifically, pupils who are secure will be able to: • Group minibeasts and create simple classification keys. • Ask questions and recognise that they can be answered in different ways. • Gather and record data and use it to answer questions. • Plan what observations to make in an experiment. • Order the steps of a method. • Describe the appearance of flowering plants. • Use an identification chart to name flowering plants.
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HISTORY	Unit: History taught in Autumn 1, Spring 1 and Summer 1					
Outco	<ul style="list-style-type: none"> • 					



GEOGRAPHY	Unit: Would you prefer to live in a hot or cold place?					
	L.O. - Where are the continents?	L.O. - Where are the coldest places on Earth?	L.O. - Where is the Equator?	L.O. - What is life like in a hot place?	L.O. - Do we live in a hot or cold place?	L.O. - Would you prefer to live in a hot or cold place?

Outcomes	<ul style="list-style-type: none"> • Name and locate the seven continents on a world map. • Locate the North and the South Poles on a world map. • Locate the Equator on a world map. • Describe some similarities and differences between the UK and Kenya. • Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place. • Recognise the features of hot and cold places. • Locate some countries with hot or cold climates on a world map. 					
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ART	Unit: Sculpture and 3D – Clay houses (5 weeks) – begin teaching upon completion of D.T. unit					
	L.O. – Exploring clay	L.O. – Pinch pots	L.O. – Applying skills in clay	L.O. – Designing a tile	L.O. – House tiles	

Outcome	<ul style="list-style-type: none"> • Flatten and smooth their clay, rolling shapes successfully and making a range of marks in their clay. • Make a basic pinch pot and join at least one clay shape onto the side using the scoring and slipping technique. • Roll a smooth tile surface. • Join clay shapes and make marks in the tile surface to create a pattern. • Draw a house design and plan how to create the key features in clay. • Create a clay house tile that has recognisable features made by both impressing objects into the surface and by joining simple shapes. 					
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D.T.	Unit: Textiles – Pouches (4 weeks)					
	L.O. - Running stitch	L.O. – Using a template	L.O. – Making a pouch	L.O. – Decorating a pouch		

Outco	<ul style="list-style-type: none"> • Sew a running stitch with regular-sized stitches and understand that both ends must be knotted. • Prepare and cut fabric to make a pouch from a template. • Use a running stitch to join the two pieces of fabric together. • Decorate their pouch using the materials provided. 					
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Unit 17: Who is a Muslim and what do they believe? 1.2						
R.E.	L.O. – To learn about how Muslims follow Prophet Muhammad’s example	L.O. – To learn about worship and the Five Pillars of Islam	L.O. – To learn about Muslims and prayer (Salah)	L.O. – To learn about how teachings from the Qur’an can make a difference for Muslims	L.O. – To learn about fasting and giving	L.O. – To remember all we have been learning about Muslims, the 5 Pillars, the Qur’an and Ibadah (end of unit consolidation lesson)
	<ul style="list-style-type: none"> • Understand that Prophet Muhammad wanted everyone to care for the world • Understand the concept of worship • Become familiar with the word ‘Ibadah’ (worship) • Learn about how Muslims use prayer mats • Design a prayer mat • Continue to link what is learned about Muslims to the Five Pillars of Islam • Understand the importance of the words in the Qur’an • Discuss some important teachings of the Qur’an • Understand what might be given for Zakat • Know why Muslims should try to give 2.5% of their wealth to charity 					
Unit: Valuing difference						
PSHE	L.O. – What makes us who we are?	L.O. – My special people	L.O. – How do we make others feel?	L.O. – When someone is feeling left out	L.O. – An act of kindness	L.O. – Solve the problem

Outcomes	<ul style="list-style-type: none"> • Identify some of the physical and non-physical differences and similarities between people; • Know and use words and phrases that show respect for other people. • Identify people who are special to them; • Explain some of the ways those people are special to them. • Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe. • Explain how it feels to be part of a group; • Explain how it feels to be left out from a group; • Identify groups they are part of; • Suggest and use strategies for helping someone who is feeling left out. • Recognise and describe acts of kindness and unkindness; • Explain how these impact on other people's feelings; • Suggest kind words and actions they can show to others; • Show acts of kindness to others in school. • Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted); • Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships. 					
	Unit: Playing in an orchestra					
MUSIC	L.O. – To play, improvise, compose and dance to a song	L.O. – To play, improvise, compose and dance to a song	L.O. – To listen to and appraise music from around the world	L.O. – To listen to and appraise music from around the world	L.O. – To learn about the different sections of an orchestra	L.O. – To prepare for a musical performance

Outcomes

- Find and try to keep a steady beat
- Very simple rhythm patterns using long and short
- Very simple melodic patterns using high and low
- Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion
- Create rhythms using word phrases as a starting point
- Read and respond to chanted rhythm patterns, including minims, crotchets, quavers and crotchet rests
- Create and perform your own chanted rhythm patterns
- Move in time with a steady beat
- Copy back simple long and short rhythms with clapping
- Have fun warming up your face, body and voice
- Copy back singing simple high and low patterns
- Copy back the rhythmic words - you can say them and clap them
- Understand that the speed of the beat can change, creating a faster or slower pace (tempo)
- Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo
- Walk in time to the beat of a piece of music or song
- Know the difference between left and right to support coordination and shared movement with others
- Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats
- Internalise, keep and move in time with a steady beat in 2/4 time
- Copy back rhythms from memory or with notation
- Listen to the rhythms provided and create a simple rhythmic answer.
- Create and/or identify rhythm patterns using minims, crotchets, quavers and their rests
- Listen to and copy back two-note melodic patterns using the notes C and G (doh and soh) from memory and with notation
- Listen to melodic patterns using C and G and create a simple melodic answer, using rhythmic combinations of minims, crotchets, quavers and their rests
- Begin to understand the importance of warming up your face, body and voice
- Copy back simple melodic patterns using voices (solfa option in settings)

COMPUTI

Unit: Coding (first five weeks taught in Autumn 1), Spreadsheets (four weeks), Questioning (two weeks in Autumn 2, three weeks in Spring 1)

L.O. – To debug a program

L.O. – To review prior use of spreadsheets

L.O. – To copy and

L.O. – To use a spreadsheet to add amounts

L.O. – To create a table and block graph

L.O. – To use and create pictograms

L.O. – To ask yes/no questions

			paste totalling tools				
Outcomes	<p>Coding</p> <ul style="list-style-type: none"> • To know what debugging means. • To understand the need to test and debug a program repeatedly. • To debug simple programs. <p>Spreadsheets</p> <ul style="list-style-type: none"> • To review the work done in 2Calculate in year 1. • To revise spreadsheet related vocabulary. • To use some 2Calculate tools that were introduced in year 1. • To use copying, cutting and pasting shortcuts in 2Calculate. • To use 2Calculate totalling tools. • To use 2Calculate to solve a simple puzzle • To explore the capabilities of a spreadsheet in adding up coins to match the prices of objects • To add and edit data in a table layout. • To use the data to manually create a block graph. <p>Questioning</p> <ul style="list-style-type: none"> • To show that the information provided on pictograms is of limited use beyond answering simple questions • To use yes/no questions to separate information • To construct a binary tree to separate different items. • Use 2Question (a binary tree) to answer questions • To use the Search tool to find information. 						
Indoor P.E.	Unit: Gymnastics						
	L.O. – I can balance with a partner	L.O. - I can create a sequence	L.O. - I can balance on differ	L.O. – I can hold one or more bridge balances	L.O. – I can jump and land safely using different jumps	L.O. - I can use different jumps to dismount off equipment safely	

			ent equip ment			
Outcomes	<ul style="list-style-type: none"> • Work with a partner to perform balances including Yoga poses • Create their own ways of balancing • Balance on equipment • Able to do 1 or more bridge balances • Able to jump and land safely using different jumps • Able to control a jump and landing from equipment at different heights 					
Outdoor P.E.	Unit: Rugby					
	L.O. - I can catch different types of balls	L.O. - I can develop simple tactics for attacking and defending	L.O. - I can develop simple tactics for attacking and defending	L.O. – Gameplay – use skills acquired over Rugby unit	L.O. - Gameplay – use skills acquired over Rugby unit	
Outcome	<ul style="list-style-type: none"> • Know what rugby is • Identify what equipment is needed to play rugby • Know some of the rules of rugby • Know the best technique for passing and catching a rugby ball • Able to move in appropriate ways to be successful in rugby, e.g. dodge, sprint • Play as a part of a team 					

- Throw with accuracy