



**Year 2**

Spelling, English, Maths and Foundation Subjects  
Medium Term Plan Spring 1 2025-2026

	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21
<b>SPELLING</b>	Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/?		Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y?		Why do some words end 'ge' or 'dge'? Why can /j/ be spelled 'j' or 'g' in different Words?	<b>Review week</b>
<b>ENGLISH</b>	<b>Core text or inspiration:</b> Non-chronological report about Amelia Earhart					
	<b>Purposes for Writing:</b> To inform					
	Vocabulary, Grammar and Punctuation	Composition Planning	Composition Drafting and Writing	Composition Evaluating and Editing		
<ul style="list-style-type: none"> <li>-Use spaces between words</li> <li>-Use capital letters correctly</li> <li>-Use full stops .</li> <li>-Use commas , for lists</li> <li>-Use apostrophe ' for possessive singular</li> <li>-Use regular plural noun suffixes -s or -es</li> <li>-Use suffixes that can be added to verbs, including where some change is needed to the spelling (e.g. cried)</li> <li>-Learn how the prefix un- changes the meaning of verbs and adjectives</li> <li>-Use the suffixes -er, -est in adjectives</li> </ul>	<ul style="list-style-type: none"> <li>• discuss a quality model text to understand its purpose</li> <li>• consider what they are going to write before beginning by:               <ul style="list-style-type: none"> <li>○ planning or saying out loud what they are going to write about</li> <li>○ writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• develop positive attitudes towards, and stamina for writing by:</li> <li>• writing for different purposes (entertain)</li> </ul>	<ul style="list-style-type: none"> <li>• make simple additions, revisions and corrections to their own writing by:</li> <li>• evaluating their writing with the teacher and other pupils</li> <li>• 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</li> <li>• proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> <li>• read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>			

<ul style="list-style-type: none"> <li>-Make sentences with different forms: statement</li> <li>-Use coordination to join clauses using and</li> <li>-Use subordination – because, that</li> <li>-Use expanded noun phrases with one adjective to describe and specify [e.g. the blue butterfly]</li> <li>-Use the present tense correctly and consistently</li> </ul>			
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MATHS				
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MATHS	Money	Multiplication and division	Length and height	Mass, capacity and temperature
	<ul style="list-style-type: none"> <li>Count money – pence</li> <li>Count money – pounds (notes and coins)</li> <li>Count money – pounds and pence</li> <li>Choose notes and coins</li> <li>Make the same amount</li> <li>Compare amounts of money</li> <li>Calculate with money</li> <li>Make a pound</li> <li>Find change</li> <li>Two-step problems</li> </ul>	<ul style="list-style-type: none"> <li>Recognise equal groups</li> <li>Make equal groups</li> <li>Add equal groups</li> <li>Introduce the multiplication symbol</li> <li>Multiplication sentences</li> <li>Use arrays</li> <li>Make equal groups – grouping</li> <li>Make equal groups – sharing</li> <li>The 2 times-table</li> <li>Divide by 2</li> <li>Doubling and halving</li> <li>Odd and even numbers</li> <li>The 10 times-table</li> <li>Divide by 10</li> <li>The 5 times-table</li> <li>Divide by 5</li> <li>The 5 and 10 times-tables</li> </ul>	<ul style="list-style-type: none"> <li>Measure in centimetres</li> <li>Measure in metres</li> <li>Compare lengths and heights</li> <li>Order lengths and heights</li> <li>Four operations with lengths and heights</li> </ul>	<ul style="list-style-type: none"> <li>Compare mass</li> <li>Measure in grams</li> <li>Measure in kilograms</li> <li>Four operations with mass</li> <li>Compare volume and capacity</li> <li>Measure in millilitres</li> <li>Measure in litres</li> <li>Four operations with volume and capacity</li> <li>Temperature</li> </ul>

MATHS				
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<b>SCIENCE</b>	<b>Unit: Uses of everyday materials</b>					
	<b>L.O. - Objects and materials</b>	<b>L.O. - Which material is suitable?</b>	<b>L.O. - Stretch it, twist it, bend it, squash it!</b>	<b>L.O. - Testing stretchiness</b>	<b>L.O. - Testing strength</b>	<b>L.O. - Eco-friendly materials</b>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• Name objects with the same use that are made from different materials.</li> <li>• Name materials that are used to make objects with different uses.</li> <li>• Recognise that stretching, twisting, bending and squashing can cause some solid objects to change shape.</li> <li>• Name properties that make materials suitable for their use.</li> <li>• Measure using non-standard units.</li> <li>• Recording results in a table.</li> <li>• Use data to answer a simple question.</li> <li>• Record results in a block graph.</li> </ul>					
<b>HISTORY</b>	<b>Unit: How did we learn to fly?</b>					
	<b>L.O. - Who were the Wright brothers?</b>	<b>L.O. - When was the first flight?</b>	<b>L.O. - Why was Bessie Coleman significant?</b>	<b>L.O. - Why is Amelia Earhart significant?</b>	<b>L.O. - Why was the Moon landing special?</b>	<b>L.O. - How did we learn to fly?</b>
<b>Outco</b>	<ul style="list-style-type: none"> <li>• Identify important events surrounding the history of flight.</li> <li>• Explain how a significant event has changed the lives of others.</li> <li>• Ask questions about people and events in the past.</li> <li>• Use primary sources to find out about people and events in the past.</li> <li>• Correctly order five events on a timeline.</li> </ul>					
<b>G</b>	<b>Unit: Geography taught in Autumn 2, Spring 2 and Summer 2</b>					

Outco	•						
ART	<b>Unit: Sculpture and 3D –and mixed media: Life in colour (5 weeks)</b>						
	<b>L.O. – Colour magic</b>	<b>L.O. – Texture hunt</b>	<b>L.O. – Making textures</b>	<b>L.O. – Collage creation</b>	<b>L.O. – Developing detail</b>		
Outcomes	<ul style="list-style-type: none"> <li>• Name the primary and secondary colours.</li> <li>• Talk about the colour changes they notice and make predictions about what will happen when two colours mix.</li> <li>• Describe the colours and textures they see.</li> <li>• Try different tools to recreate a texture and decide which tool works best.</li> <li>• Show they can identify different textures in a collaged artwork.</li> <li>• Apply their knowledge of colour mixing to match colours effectively.</li> <li>• Choose collage materials based on colour and texture.</li> <li>• Talk about their ideas for an overall collage.</li> <li>• Try different arrangements of materials, including overlapping shapes.</li> <li>• Give likes and dislikes about their work and others’.</li> <li>• Describe ideas for developing their collages.</li> <li>• Choose materials and tools after trying them out.</li> </ul>						
D.	<b>Next Unit: Mechanisms: Making a moving monster (Spring 2)</b>						

<b>Outco</b>	•					
<b>R.E.</b>	<b>Unit 17: Why does Christmas matter to Christians?</b>					
	<b>L.O. – To understand what ‘incarnation’ means</b>	<b>L.O. – To recall key events of the Christmas story</b>	<b>L.O. – To consider how Mary prepared for birth</b>	<b>L.O. – To understand the significance of the advent wreath</b>	<b>L.O. – To consider what they are thankful for</b>	<b>L.O. – To understand why Jesus is so special for Christians</b>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• Understand what incarnation means</li> <li>• Be able to retell the Christmas story</li> <li>• Be able to recall different people who appear in the Christmas story (shepherds, Mary, Joseph, etc)</li> <li>• Know how Mary prepared for the birth of a baby</li> <li>• Know what ‘advent’ means</li> <li>• Know what is the significance of an advent wreath</li> <li>• Understand why Christians are thankful at Christmas time</li> <li>• Able to give examples of what the people in the Christmas story may be thankful for</li> <li>• Understand why Jesus is special for Christians</li> </ul>					
<b>PSHE</b>	<b>Unit: Keeping safe</b>					
	<b>L.O. – Harold’s picnic</b>	<b>L.O. – How safe would you feel?</b>	<b>L.O. – What should Harold say?</b>	<b>L.O. – I don't like that!</b>	<b>L.O. – Fun or not?</b>	<b>L.O. – Should I tell?</b>

<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• Understand that medicines can sometimes make people feel better when they're ill;</li> <li>• Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell;</li> <li>• Explain simple issues of safety and responsibility about medicines and their use.</li> <li>• Identify situations in which they would feel safe or unsafe;</li> <li>• Suggest actions for dealing with unsafe situations including who they could ask for help.</li> <li>• 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.</li> <li>• Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation;</li> <li>• Identify the types of touch they like and do not like;</li> <li>• Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</li> <li>• Recognise that some touches are not fun and can hurt or be upsetting;</li> <li>• Know that they can ask someone to stop touching them;</li> <li>• Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</li> <li>• Identify safe secrets (including surprises) and unsafe secrets;</li> <li>• Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.</li> </ul>
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<b>MUSIC</b>	<b>Unit: Inventing a musical story</b>					
	<b>L.O. – To play instrumental parts</b>	<b>L.O. – To compose with the song</b>	<b>L.O. – To play instrumental parts</b>	<b>L.O. – To improvise with the song</b>	<b>L.O. – To perform</b>	<b>L.O. – To revisit a song, improvise, compose and perform</b>

<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• Find and try to keep a steady beat</li> <li>• Very simple rhythm patterns using long and short</li> <li>• Very simple melodic patterns using high and low</li> <li>• Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion</li> <li>• Create rhythms using word phrases as a starting point</li> <li>• Read and respond to chanted rhythm patterns, including minims, crotchets, quavers and their rests</li> <li>• Create and perform your own chanted rhythm patterns</li> <li>• Move in time with a steady beat</li> <li>• Copy back simple long and short rhythms with clapping</li> <li>• Have fun warming up your face, body and voice</li> <li>• Copy back singing simple high and low patterns</li> <li>• Copy back the rhythmic words - you can say them and clap them</li> </ul>
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- 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 4/4 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 A and E (doh and soh) from memory and with notation
- Listen to melodic patterns using A and E 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)

<b>Unit: 2 2.4 Questioning (five weeks)</b>							
<b>COMPUTIN</b>	<b>L.O. – To review prior use of spreadsheets</b>	<b>L.O. – To copy and paste totalling tools</b>	<b>L.O. – To use a spreadsheet to add amounts</b>	<b>L.O. – To create a table and block graph</b>	<b>L.O. – To use and create pictograms</b>	<b>L.O. – To ask yes/no questions</b>	

Outcomes

Spreadsheets

- 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.

Unit: Dance – Under the Sea

Indoor P.E.

L.O. – To move safely and creatively in space

L.O. – To develop creative ideas using the words in the mind map as our stimulus

L.O. – To show use of different levels in our travelling movements

L.O. – To work well in pairs showing good cooperation skills and give useful peer feedback

L.O. – To show use of level, direction and unison when creating and performing pairs section

L.O. – To understand what makes a good performance

<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• To develop the first 16 counts of our 32 count Under the Sea motif using a mind map and whole group choreography to generate ideas</li> <li>• To use and develop the second 16 counts of Motif using the mind map and whole group choreography to generate ideas</li> <li>• Focus on timing and unison</li> <li>• To use 1 – 2 actions from our motif to create a short individual travelling section showing use of different levels and pathways</li> <li>• To creatively turn the action from our motif into travelling movements</li> <li>• To work well in pairs showing good cooperation skills and give useful peer feedback</li> <li>• To use a picture or poem to create the second 8 – 16 counts of our 16 or 32 count pairs phrase to add to our performance piece</li> <li>• To perform, review and improve our finished performance piece</li> </ul>
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<b>Outdoor</b>	<b>Unit: Catchball</b>					
	<b>L.O. – Introduction to catchball</b>	<b>L.O. – To pass a ball</b>	<b>L.O. – To pass a ball with increasing accuracy</b>	<b>L.O. – To strike a ball</b>	<b>L.O. – To strike a ball with increasing accuracy</b>	<b>L.O. – To work as a team</b>

<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• I can throw, bounce and kick different balls over different distances</li> <li>• I can catch different types of balls</li> <li>• I can follow instructions to move in different ways</li> <li>• I can develop simple tactics for attacking and defending (catchball)</li> <li>• I can investigate ways to alter my throwing technique to achieve greater distance</li> <li>• I can throw equipment into hoops over different distances</li> <li>• I can compete against myself and others</li> <li>• I can run at different paces, describing the different paces</li> </ul>
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