



Year 2

Spelling, English, Maths and Foundation Subjects  
Medium Term Plan Spring 2 2025-26

	Week 22	Week 23	Week 25	Week 26	Week 27	Week 28
SPELLING	<p>The /w/ sound affects how a, ar and or are said</p> <p>Add the suffix -es to words ending in -sh and -tch</p>	<p>Double the final consonant to protect a short vowel sound when adding -ing</p>	<p>Swap the y for an i before adding -es</p> <p>When the word ends in ay, oy, ey, just add -s.</p>	<p>Why do some words have the spelling ey for the sound /ee/?</p>	<p>Double the letter after a short vowel sound</p> <p>Don't double letters in words ending in -al.</p>	<p>Review and Revisit</p>
ENGLISH	<b>Core text or inspiration:</b> Narrative & Recount					
	<b>Purposes for Writing:</b> To entertain					
	Vocabulary, Grammar and Punctuation		Composition Planning		Composition Drafting and Writing	
<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 contraction</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> <li>-Make sentences with different forms: statement</li> <li>-Use coordination to join clauses using and</li> <li>-Use subordination – because, that</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>		

	-Use expanded noun phrases with one adjective to describe and specify [e.g. the blue butterfly] -Use the present tense correctly and consistently				
<b>MATHS</b>	Length and height		Mass, capacity and temperature		Spring Consolidation
	Measure in centimetres Measure in metres Compare lengths and heights Order lengths and heights Four operations with lengths and heights		Compare mass Measure in grams Measure in kilograms Four operations with mass Compare volume and capacity Measure in millilitres Measure in litres Four operations with volume and capacity Temperature		Money Multiplication Division – sharing and grouping
<b>SCIENCE</b>	<b>Unit: Animals, including humans: Life cycles and health</b>				
	L.O. - To identify different stages of the human life cycle.	L.O. - To know which offspring come from which parent animal.	L.O. - To observe and measure growth in humans AND To use simple measuring equipment.	L.O. - To identify and list the basic needs for survival for humans and animals AND To use secondary sources to research.	L.O. - To recognise the importance of exercise and personal hygiene. AND To make observations over time.
<b>Ou</b>	<ul style="list-style-type: none"> <li>Identify stages in the life cycles of different animals, including humans.</li> <li>Describe the basic survival needs of animals.</li> </ul>				

	<ul style="list-style-type: none"> <li>• Explain how to take care of personal hygiene.</li> <li>• Describe some positive effects of exercise.</li> <li>• Identify foods in different food groups.</li> <li>• Measure using simple equipment.</li> <li>• Record results in a table.</li> <li>• Use data to answer a simple question.</li> <li>• Research using secondary sources.</li> </ul>
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<b>HISTORY</b>	<b>Unit: History taught in Autumn 1, Spring 1 and Summer 1</b>					
	L.O. –	L.O. –	L.O. –	L.O. –	L.O. –	L.O. –

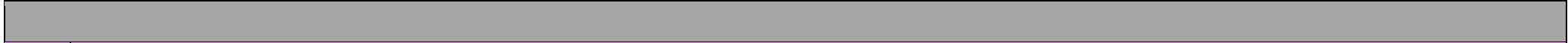
<b>Outco</b>	<ul style="list-style-type: none"> <li>•</li> </ul>
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<b>GEOGRAPHY</b>	<b>Unit: How is our world wonderful?</b>					
	L.O. – To identify geographical characteristics of the UK.	L.O. – To locate some of the world’s most amazing places.	L.O. – To know the names of the five oceans and locate them on a map.	L.O. – To understand how to draw human and physical features on a sketch map.	L.O. – To investigate local habitats and record findings.	L.O. – To understand how to present findings in a bar chart.

<b>Outco</b>	<ul style="list-style-type: none"> <li>• Identify and locate characteristics of the UK on a map.</li> <li>• Identify human and physical features.</li> <li>• Locate human and physical features on a world map.</li> <li>• Explain the difference between oceans and seas.</li> <li>• Name and locate the five oceans on a world map.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Use an aerial photograph to draw a simple sketch map.</li> <li>• Collect data by sketching findings on a map and completing a tally chart.</li> <li>• Present their findings in a bar chart.</li> </ul>
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<b>ART</b>	<b>No Art in Spring 2</b>							
	L.O. –	L.O. –	L.O. –	L.O. –	L.O. –	L.O. –	L.O. –	L.O. –

<b>Outco</b>	<ul style="list-style-type: none"> <li>•</li> </ul>
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<b>D.T.</b>	<b>Next Unit: Mechanisms: Making a moving monster (Spring 2)</b>							
	L.O. – To look at objects and understand how they move. (Pivots, levers and linkages)	L.O. – To look at objects and understand how they move. (Making linkages)	L.O. – To explore different design options.	L.O. – To make a moving monster.				

<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• Identify the correct terms for levers, linkages and pivots.</li> <li>• Analyse popular toys with the correct terminology.</li> <li>• Create functional linkages that produce the desired input and output motions.</li> <li>• Design monsters suitable for children, which satisfy most of the design criteria.</li> <li>• Evaluate their two designs against the design criteria, using this information and the feedback of their peers to choose their best design.</li> <li>• Select and assemble materials to create their planned monster features.</li> <li>• Assemble the monster to their linkages without affecting their functionality.</li> </ul>
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<b>R.E.</b>	<b>Unit 16: Why does Easter matter to Christians?</b>					
	L.O. – To learn about the main events of the Easter story	L.O. – Which events of the Easter story are the most important for Christians?	L.O. – Which events of the Easter story would make Christians feel happy, sad, worried, cross, etc?	L.O. – To learn about what ‘salvation’ means	L.O. – To explore how Christians live their life in response to the Easter story	L.O. – To learn about how Christians celebrate Easter
<b>Outco</b>	<ul style="list-style-type: none"> <li>• Find out about the key events of Holy Week and Easter</li> <li>• Make links with the Christian belief of salvation</li> <li>• Learn about how Christians show their beliefs about Jesus being their saviour within celebrations and worship in church at Easter</li> <li>• Learn about the instructions that Christians believe that Jesus gave his followers about how to behave</li> <li>• Consider what the story of Easter means for Christians today and why they put their hope in heaven</li> </ul>					
<b>PSHE</b>	<b>Unit: Rights and respect</b>					
	L.O. – Getting on with others	L.O. – When I feel like erupting	L.O. – Feeling safe	L.O. – Playing games	L.O. – Harold saves for something special	L.O. – How can we look after our environment?
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• Describe and record strategies for getting on with others in the classroom.</li> <li>• Explain, and be able to use, strategies for dealing with impulsive behaviour.</li> <li>• Identify special people in the school and community who can help to keep them safe;</li> <li>• Know how to ask for help.</li> <li>• Understand that people have choices about what they do with their money;</li> <li>• Know that money can be saved for a use at a future time;</li> <li>• Explain how they might feel when they spend money on different things.</li> <li>• Identify what they like about the school environment;</li> <li>• Identify any problems with the school environment (e.g. things needing repair);</li> <li>• Make suggestions for improving the school environment;</li> </ul>					

- Recognise that it's everyone's job - including all adults and children - to respect and therefore help to look after the school environment.

<b>Unit: Recognising different sounds</b>						
<b>MUSIC</b>	<b>L.O. – Helping Each Other (part 1)</b>	<b>L.O. – Helping Each Other (part 2)</b>	<b>L.O. – The Music Man (part 1)</b>	<b>L.O. – The Music Man (part 2)</b>	<b>L.O. – Let’s Sing Together</b>	<b>L.O. – Assessment Checkpoint</b>
<b>Outco</b>	<ul style="list-style-type: none"> <li>Experiment with, create, select and combine sounds using the interrelated dimensions of music.</li> <li>Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>Play tuned and untuned instruments musically.</li> </ul>					
<b>Unit: 2.5 Effective searching and Unit 2.7 Making Music (three lessons each)</b>						
<b>COMPUTI</b>	<b>L.O. – Understanding the Internet and Searching</b>	<b>L.O. – Searching the Internet</b>	<b>L.O. – Sharing Knowledge of the Internet and Effective Searching</b>	<b>L.O. –Introducing 2Sequence</b>	<b>L.O. – Making Music</b>	<b>L.O. – Soundtracks</b>

<b>Outcomes</b>	<p><b>Effective searching</b></p> <ul style="list-style-type: none"> <li>• Children can recall the meaning of key Internet and searching terms.</li> <li>• Children have completed a quiz about the Internet.</li> <li>• Children can identify the basic parts of a web search engine search page.</li> <li>• Children have learnt to read a web search results page.</li> <li>• Children can search the Internet for answers to a quiz.</li> <li>• Children have created a leaflet to consolidate knowledge of effective Internet searching.</li> </ul> <p><b>Making music</b></p> <ul style="list-style-type: none"> <li>• Children understand what 2Sequence is and how it works.</li> <li>• Children have used the different sounds within 2Sequence to create a tune.</li> <li>• Children have explored how to speed up and slow down tunes.</li> <li>• Children understand what happens to the tune when sounds are moved.</li> </ul> <p>Children have added sounds to a tune they have already created to change it.</p> <ul style="list-style-type: none"> <li>• Children have considered how music can be used to express feelings.</li> <li>• Children can change the volume of the background sounds.</li> <li>• Children have created two tunes which depict two feelings.</li> <li>• Children have uploaded and used their own sound chosen from a bank of sounds.</li> <li>• Children have created, uploaded and used their own recorded sound.</li> <li>• Children have created their own tune using some of the chosen sounds.</li> </ul>					

<b>P.E.</b>	<b>Unit: Catchball</b>					
	<b>L.O. – I can throw equipment into hoops over different distances</b>	<b>L.O. – I can develop simple tactics for attacking and defending (catchball)</b>	<b>L.O. – I can catch different types of balls</b>	<b>L.O. – I can develop simple tactics for attacking and defending (catchball)</b>	<b>L.O. – I can follow instructions to move in different ways</b>	<b>L.O. – I can compete against myself and others</b>
<b>Out</b>	<ul style="list-style-type: none"> <li>• I can throw 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> </ul>					

- I can develop simple tactics for attacking and defending (catchball)
- I can investigate ways to alter my throwing technique to achieve greater distance
- I can throw equipment into hoops over different distances
- I can compete against myself and others
- I can run at different paces, describing the different paces