



Year 2

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

	Week 28	Week 29	Week 30	Week 31	Week 32		
<b>SPELLING</b>	Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/?		Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/?		Why do some words end 'ge' or 'dge'? Why can /j/ be spelled 'j' or 'g' in different words?		
<b>ENGLISH</b>	<b>Core text or inspiration:</b> Non-chronological report						
	<b>Purposes for Writing:</b> To explain						
	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> <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>		<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>		

<b>MATHS</b>	<b>Fractions</b>		<b>Time</b>		
	Introduction to parts and whole Equal and unequal parts Recognise a half Find a half Recognise a quarter Find a quarter Recognise a third Find a third Find the whole Unit fractions Non-unit fractions Recognise the equivalence of a half and two quarters Recognise three-quarters Find three-quarters Count in fractions up to a whole		O'clock and half past Quarter past and quarter to Tell time past the hour Tell time to the hour Tell the time to 5 minutes Minutes in an hour Hours in a day		
<b>SCIENCE</b>	<b>Unit: Plants: Plant Growth</b>				
	<b>L.O. - What do seeds need to grow?</b>	<b>L.O. - Seeds and bulbs</b>	<b>L.O. - Germination</b>	<b>L.O. - Light and plant growth</b>	<b>L.O. - Plant life cycle</b>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>Recall that seeds have all the necessary parts inside for plants to grow.</li> <li>Recall that seeds need water and warmth to germinate.</li> </ul>				

- Recognise that light is required for healthy plant growth.
- Sequence the stages of a plant's life cycle.
- Recognise the importance of healthy plant growth.
- Describe the influences humans have on plants in the environment.
- Set up comparative tests.
- Plan observations and measurements.
- Use rulers to measure and record stem height.
- Record plant growth data in a table.
- Compare plant growth in different test conditions.
- Use a magnifying glass to observe and compare plants.
- Draw diagrams to represent stages of a plant's life cycle.



**Unit: What is a monarch?**

<b>HISTORY</b>	<b>Unit: What is a monarch?</b>					
	<b>L.O. – What is a monarch?</b>	<b>L.O. – Who is our monarch today?</b>	<b>L.O. – How did William the Conqueror become King of England?</b>	<b>L.O. – How did William the Conqueror rule?</b>	<b>L.O. – How did castles change?</b>	<b>L.O. – What was a monarch in the past?*</b> *to be taught in the first week of Summer 2

- Outcomes**
- Recall that a monarch is a king or queen.
  - Explain that recent monarchs in the UK do not have the power to make decisions alone.
  - Identify some of the monarch's roles.
  - Explain that a king or queen is crowned in a special ceremony called a coronation.
  - Name some of the main steps in the coronation ceremony.
  - Explain the use of special objects in the coronation.
  - Use sources to explain how William the Conqueror became King of England.
  - Know that monarchs in the past had all the power to make decisions.
  - Explain how William the Conqueror kept order and conquered England.

	<ul style="list-style-type: none"> <li>• Identify the two different types of castle built by the Normans.</li> <li>• Compare the similarities and differences between Norman castles.</li> <li>• Identify features of Norman castles.</li> <li>• Explain how castles have changed over time.</li> <li>• Recognise that we still have castles today.</li> <li>• Sequence castles on a timeline.</li> <li>• Describe characteristics of the monarchy in the past.</li> <li>• Identify that the monarchy has changed over time.</li> <li>• Make comparisons between past and present monarchy.</li> </ul>
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GEOGRA	Unit: Geography taught in Autumn 2, Spring 2 and Summer 2					

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ART	Craft and Design – Map it out					
	L.O. – To investigate maps as a stimulus for drawing.	L.O. – To develop a drawing into 3D artwork.	L.O. – To experiment with a craft technique to develop an idea.	L.O. – To develop ideas and apply craft skills when printmaking.	L.O. – To present artwork and evaluate it against a design brief.	L.O. –

<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• Sort map images into groups, explaining their choices.</li> <li>• Draw a map of their journey to school, including key landmarks and different types of mark-making.</li> <li>• Explore how to use texture and 3D forms to replicate a map in a new way.</li> <li>• Decide how to place 'jigsaw' pieces to create an abstract composition.</li> <li>• Make choices about which details from their map to include in a stained glass.</li> <li>• Cut cellophane shapes with care and arrange them into a pleasing composition.</li> <li>• Design a print with simple lines and shapes, making improvements as they work.</li> <li>• Follow a process to make and print from a polystyrene tile.</li> <li>• Choose a favourite artwork, justifying their choice.</li> <li>• Annotate their favourite artwork with relevant evaluation points.</li> <li>• Take an active part in decisions around how to display their artworks in the class gallery.</li> </ul>					
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<b>D.T.</b>	<b>No DT in Summer 1</b>					

<b>Outco</b>	<ul style="list-style-type: none"> <li>•</li> </ul>					
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<b>R.E.</b>	<b>Unit 12: How should we care for others and the world and why does it matter?</b>					
	L.O. - What do Christian, Jewish and non-religious people believe about	L.O. - What do Christian, Jewish and non-religious people believe about caring for people? (continued)	L.O. - What do Jewish people believe about caring for people?	L.O. - What do Jewish people believe about caring for people? (continued)	L.O. - What do Christians and Jewish people believe about the beginning of the world and how do they think people should treat the world?	L.O. - What do Christians and Jewish people believe about the

	caring for people?					beginning of the world and how do they think people should treat the world? (continued)
Outcomes	<ul style="list-style-type: none"> <li>• Explain what makes people unique and special</li> <li>• Explain how a Christian person might know that they are special to God based on what is in the Bible</li> <li>• Explain how a Jewish person might know that they are special to God based on Psalm 8</li> <li>• Understand what Tzedakah is</li> <li>• Retell some stories from the Torah</li> <li>• Learn about the festival of Sukkot</li> <li>• Learn about the 'Golden Rule' and understand why some non-religious people follow it</li> <li>• Compare the Christian and Jewish stories of creation</li> <li>• Know how Jewish people celebrate the festival of Tu Shevat</li> </ul>					
PSHE	Unit: Being my best					
	L.O. – You can do it!	L.O. – My day	L.O. – Helping us to keep clean and healthy	L.O. – Harold's bathroom	L.O. – What does my body do?	L.O. – Basic first aid
Outcomes	<ul style="list-style-type: none"> <li>• Explain the stages of the learning line showing an understanding of the learning process;</li> <li>• Help themselves and others develop a positive attitude that support their wellbeing;</li> <li>• Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning.</li> <li>• Understand and give examples of things they can choose themselves and things that others choose for them;</li> <li>• Explain things that they like and dislike, and understand that they have choices about these things;</li> <li>• Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health.</li> <li>• Explain how germs can be spread;</li> <li>• Describe simple hygiene routines such as hand washing;</li> </ul>					

	<ul style="list-style-type: none"> <li>• Understand that vaccinations can help to prevent certain illnesses.</li> <li>• Explain the importance of good dental hygiene;</li> <li>• Describe simple dental hygiene routines.</li> <li>• Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain);</li> <li>• Describe how food, water and air get into the body and blood.</li> </ul>
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<b>MUSIC</b>	<b>Unit: Exploring improvisation</b>					
	<b>L.O. – I Wanna Play in a Band (Part 1)</b>	<b>L.O. – I Wanna Play in a Band (Part 2)</b>	<b>L.O. – Music is All Around (Part 1)</b>	<b>L.O. – Music is All Around (Part 2)</b>	<b>L.O. – Saying Sorry</b>	-

<b>Outcome</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>• Improvise with two or three notes.</li> <li>• Play tuned and untuned instruments musically.</li> <li>• Perform and share what has taken place.</li> </ul>
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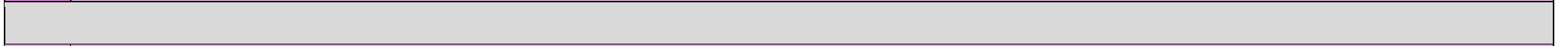
<b>COMPUTING</b>	<b>Unit: 2.6 Creating pictures</b>				
	<ul style="list-style-type: none"> <li>• To explore 2Paint A Picture.</li> <li>• To look at the work of Impressionist artists and recreate them using the Impressionism template.</li> </ul>	<ul style="list-style-type: none"> <li>• To look at the work of pointillist artists such as Seurat.</li> <li>• To recreate pointillist art using the Pointillism template.</li> </ul>	<ul style="list-style-type: none"> <li>• To look at the work of Piet Mondrian and recreate it using the Lines template.</li> </ul>	<ul style="list-style-type: none"> <li>• To look at the work of William Morris and recreate it using the Patterns template.</li> </ul>	<ul style="list-style-type: none"> <li>• To look at some surrealist art and create your own using the eCollage function in 2Paint A Picture.</li> </ul>

<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• Children can describe the main features of impressionist art.</li> <li>• Children can use 2Paint a Picture to create art based upon this style.</li> <li>• Children can explain what pointillism is.</li> <li>• Children can use 2Paint a Picture to create art based upon this style.</li> <li>• Children can describe the main features of Piet Mondrian’s work.</li> <li>• Children can use 2Paint a Picture to art based upon his style.</li> <li>• Children can describe the main features of art that uses repeating patterns.</li> <li>• Children can use 2Paint a Picture to create art by repeating patterns in a variety of ways.</li> <li>• Children can combine more than one effect in 2Paint a Picture to enhance patterns.</li> <li>• Children can describe surrealist art.</li> <li>• Children can use the eCollage function in 2Paint a Picture to create surrealist art using drawing and clipart.</li> </ul>
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<b>I</b>	<b>Unit: Athletics</b>
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<b>Outcomes</b>	<b>L.O. 1 - I can run at different paces, describing the different paces</b> <b>L.O. 2 - I can compete against myself and others</b>	<b>L.O. 1 - I can choose the most appropriate jumps to cover different distances</b> <b>L.O. 2 - I can compete against myself and others</b>	<b>L.O. 1 - I can investigate ways to alter my throwing technique to achieve greater distance</b> <b>L.O. 2 - I can compete against myself and others</b>	<b>L.O. 1 - I can investigate ways to alter my throwing technique to achieve greater distance</b> <b>L.O. 2 - I can compete against myself and others</b>	<b>L.O. 1 - I can compete against self and others</b> <b>L.O. 2 - I can run at different paces, describing the different paces</b>	
	<p>I can run at different paces, describing the different paces</p> <p>I can compete against myself and others</p> <p>I can follow instructions to move in different ways</p> <p>I can choose the most appropriate jumps to cover different distances</p> <p>I can jump high using a straight jump</p> <p>I can caterpillar walk and bunny hop</p>					

I can work and communicate effectively with a partner  
I can throw, bounce and kick different balls over different distances  
I can throw equipment into hoops over different distances  
I can investigate ways to alter my throwing technique to achieve greater distance  
I can catch different types of balls



	<ul style="list-style-type: none"><li>•</li></ul>					