



Year 2

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

	Week 33 and Week 34	Week 35	Week 36	Week 37	Week 38, 39 and 40
SPELLING	Adding suffixes to the end of a word	Contractions		Spelling Words and Prickly spellings	Revision of spelling rules previously taught
ENGLISH	Core text or inspiration: Narrative and Recount				
	Purposes for Writing: To entertain and inform				
	Vocabulary, Grammar and Punctuation	Composition Planning	Composition Drafting and Writing		
	<ul style="list-style-type: none"> -Use spaces between words -Use capital letters correctly -Use full stops . -Use commas , for lists -Use apostrophe ' for contraction -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) -Learn how the prefix un– changes the meaning of verbs and adjectives -Use the suffixes –er, –est in adjectives -Make sentences with different forms: statement -Use coordination to join clauses using and -Use subordination – because, that 	<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) 		

	-Use expanded noun phrases with one adjective to describe and specify [e.g. the blue butterfly] -Use the present tense correctly and consistently					
MATHS	Time	Statistics			Position and Direction	
	Tell the time to 5 minutes Minutes in an hour Hours in a day	Make Tally Charts Tables Block Diagrams Draw Pictograms Interpret Pictograms Draw Pictograms (2.5 and 10) Interpret Pictograms (2,5 and 10)			Language of Position Describe movement Describe turns Describer movements and turns Shape patterns with turns	
SCIENCE	Unit: Plants: Plant Growth					
	LO- To describe how materials can be reused. To understand how the 3Rs contribute to sustainable products	LO- To identify human-made and natural materials. To group based on characteristics	L.O. – To identify suitable materials based on their properties To perform a test and gather data	L.O. – To identify a material to help plant growth. To use observations to answer simple question.	L.O. – To chose materials to create a suitable plant pot. To identify and classify living things.	L.O. -
Outco	<ul style="list-style-type: none"> • Explain the terms reduce, reuse and recycle. • Describe how paper is made. • Select suitable materials for a plant pot. • Describe good growth conditions for seeds. 					

	<ul style="list-style-type: none"> • Make a plant pot from eco-friendly materials. • Identify non-living materials to decorate a plant pot. • Use an online source to find answers to questions. • Identify and classify different types of material. • Classify natural and human-made materials. • Carry out tests to assess the properties of different materials. • Use observations to answer questions. • Draw conclusions about the suitability of materials.
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HISTORY	No history this term					

Outco	<ul style="list-style-type: none"> •
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GEOGRA	Unit: What is it like to live by the coast?					
	LO- To locate the seas and oceans surrounding the UK	LO- To explain what the coast is	LO- To identify the physical features of the coast	LO: To identify human features of the coast	LO: To investigate how people use the local coast	LO- To present findings on how people use the coast

Outco	<ul style="list-style-type: none"> • Name and locate the seas and oceans surrounding the UK in an atlas. • Label these on a map of the UK. • Describe the location of the seas and oceans surrounding the UK using compass points. • Define what the coast is.
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	<ul style="list-style-type: none"> • Locate coasts in the UK. • Name some of the physical features of coasts. • Explain the location of UK coasts using the four compass directions. • Name features of coasts and label these on a photograph. • Identify human features in a coastal town. • Describe how people use the coast. • Follow a prepared route on a map. • Identify human features on the local coast. • Record data using a tally chart. • Represent data in a pictogram. • Describe how the local coast has been used. 					
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ART	No art this term					
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Outco						
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D.T.	Unit: Baby Bear's Chair					
	LO- To explore the concept and features and stability of different shapes	LO- To understand that the shape of the structure affects its strength	LO – To make a structure according to design criteria	LO- To produce a finished structure and evaluate it	LO- To produce a finished structure and evaluate it	

Outcomes	<ul style="list-style-type: none"> • Identify man-made and natural structures. • Identify stable and unstable structural shapes. • Contribute to discussions. • Identify features that make a chair stable. • Work independently to make a stable structure, following a demonstration. • Explain how their ideas would be suitable for Baby Bear. • Produce a model that supports a teddy, using the appropriate materials and construction techniques. • Explain how they made their model strong, stiff and stable.
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Unit 12: How should we care for others and the world and why does it matter?						
R.E.	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? (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? (continued)	LO.- What do Muslim people believe about caring for people and how we treat the world?	.- What do Muslim people believe about caring for people and how we treat the world?		

Outcomes	<ul style="list-style-type: none"> • Explain what makes people unique and special • Explain how a Christian person might know that they are special to God based on what is in the Bible • Explain how a Jewish person might know that they are special to God based on Psalm 8 • Understand what Tzedakah is • Retell some stories from the Torah • Learn about the festival of Sukkot • Learn about the 'Golden Rule' and understand why some non-religious people follow it • Compare the Christian and Jewish stories of creation • Know how Jewish people celebrate the festival of Tu Shevat • Know how Muslim people care for the world and look after it
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Unit: Growing and Changing							
PSHE	L.O. – A helping hand		L.O. – Sam moves house	L.O. – Haven't you grown?	L.O. – Identify different stages of growth (e.g. baby, toddler, child, teenager, adult);	L.O. – My body, your body	L.O. – Respecting privacy
	<ul style="list-style-type: none"> • Demonstrate simple ways of giving positive feedback to others. • Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to. • Explain what privacy means; • Know that you are not allowed to touch someone's private belongings without their permission; • Give examples of different types of private information. • Identify which parts of our body are private; • Explain that our genitals help us make babies when we are older; • Understand that we mostly have the same body parts but how they look is different from person to person. 						
Unit: Musical Instruments							
MUSIC	L.O. – To play a part on a tuned or untuned instrument by ear (either Part 1 or Part 2).	L.O. – To play a part on a tuned or untuned instrument by ear (either Part 1 or Part 2).	L.O. – To rehearse and perform their parts within the context of the unit song.	L.O. – To play together with everybody while keeping in time with a steady beat.	L.O. – To perform short, repeating rhythm patterns (ostinati or riffs) while keeping in time with a steady beat.	-	
	<ul style="list-style-type: none"> • I can use tuned and untuned classroom percussion instruments to perform accompaniments and/or melodies. • I can rehearse and then perform sections of music with accuracy • I can perform as part of a group/ensemble, keeping in time with a steady beat. • I can perform as a group or solo passages of music, keeping in time with a steady beat. • I can use instruments respectfully and treat them with care. 						
Outco							

COMPUTI	Unit: 2.6 Creating pictures					
	• LO - Introducing 2Sequence	• LO- Introducing 2Sequence	• L.O- Making music	• • L.O- Making music	• L.O- Soundtracks	-
Outcomes	<p>To be introduced to making music digitally using 2Sequence.</p> <p>To explore, edit and combine sounds using 2Sequence.</p> <p>To add sounds to a tune to improve it.</p> <p>To think about how music can be used to express feelings and create tunes which depict feelings.</p> <p>To upload a sound from a bank of sounds into the Sounds section.</p> <p>To record their own sound and upload it into the Sounds section.</p> <p>To create their own tune using the sounds which they have added to the Sounds section.</p>					
I	Unit: Cricket					
	L.O. - Introduction to Cricket & Basic Batting	L.O. Bowling Basics	L.O. Fielding Skills	L.O. Combining Skills – Mini Games	L.O. Cricket Match Play & Review	
Outcomes	<p>Understand the basic rules of cricket</p> <p>Learn how to hold a bat correctly</p> <p>Practice striking a ball off a tee</p> <p>Learn correct bowling technique (underarm)</p> <p>Improve accuracy and distance</p> <p>Practice catching, throwing, and retrieving the ball</p> <p>Improve hand-eye coordination</p> <p>Apply batting, bowling, and fielding skills together</p> <p>Begin understanding simple scoring and rules</p>					

Use all learned skills in a game situation
Encourage teamwork, fair play, and enjoyment



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