



Year 2

Spelling, English, Maths and Foundation Subjects

Medium Term Plan **Autumn 1 2026-2027**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
SPELLING	* /ai/ a-e ai ay a eigh ea ey aigh * /ee/ y ea ee e ie ey e-e * /igh/ igh i-e i y ie * /oa/ ow o o-e oa oe ou people eye whole	* /oo/ /yoo/ oo u u-e ew ue ou ui * /air/ air are ear ere * /ur/ er ur ir or ear * /ow/ ou ow through improve move prove shoe two who beautiful their parents	* /or/ or a aw au ore oor al oar our augh aur * /zh/ si su * /ch/ ch tch ture* * /sh/ sh ti ch ssi ci si thought sure	* /j/ j g ge dge * /s/ s ss c ce se st sc * /u/ ou * /e/ ea * /i/ y * /o/ a * /u/ o o-e * /oo/ u oul schwa: er a or ar our re once again any many friend busy pretty because laugh**	* ie /ee/ /igh/ * y /ee/ /igh/ /i/ * ea /ee/ /e/ /ai/ * a /a/ /ai/ /or/ friend	Phase 5 review	Phase 5 review
ENGLISH	Core text or inspiration: Character Description, Non-chronological Report and Narrative Writing						
	Purposes for Writing: To entertain						
	Vocabulary, Grammar and Punctuation	Composition Planning		Composition Drafting and Writing		Composition Evaluating and Editing	
	• Use spaces between words • Use capital letters correctly • Use full stops • 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 • Form of adjectives using suffixes such as –ful, –less	• discuss a quality model text to understand its purpose • consider what they are going to write before beginning by: ○ 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		• develop positive attitudes towards, and stamina for writing by: • writing for different purposes (entertain)		• 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 • read aloud what they have written with appropriate intonation to make the meaning clear.	

	•Use the suffixes –er, –est in adjectives					
MATHS	Number and Place Value			Addition and Subtraction		
	Step 1 Numbers to 20 Step 2 Count objects to 100 by making 10s Step 3 Recognise tens and ones Step 4 Use a place value chart Step 5 Partition numbers to 100 Step 6 Write numbers to 100 in words Step 7 Flexibly partition numbers to 100 Step 8 Write numbers to 100 in expanded form Step 9 10s on the number line to 100 Step 10 10s and 1s on the number line to 100 Step 11 Estimate numbers on a number line download Step 12 Compare objects Step 13 Compare numbers Step 14 Order objects and numbers Step 15 Count in 2s, 5s and 10s Step 16 Count in 3s			Step 1 Bonds to 10 Step 2 Fact families - addition and subtraction bonds within 20 Step 3 Related facts Step 4 Bonds to 100 (tens) Step 5 Add and subtract 1s Step 6 Add by making 10 Step 7 Add three 1-digit numbers Step 8 Add to the next 10 Step 9 Add across a 10 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		
SCIENCE	Unit: Living Things - Habitats					
	L.O. - To identify some of the characteristics of living things.	L.O. - To recognise the difference between things that are alive,	L.O. - To identify	L.O. - To identify how a habitat provides animals and plants	L.O. - To recognise how animals and plants depend on each other.	L.O. - To recall how animals get their food from plants and other animals.

		were once alive or have never been alive. Working scientifically: To classify objects into groups.	plants and animals in different habitats.	with what they need to survive. Working scientifically: To carry out research to find answers to questions.		
Outcomes	• Ask questions to further their knowledge. • Recall some life processes, giving examples of how they apply to plants and animals. • Classify objects into alive, never been alive and was once alive, giving reasons for their choices. • Match different plants and animals to their habitats. • Give examples of how animals use their habitat for food and shelter. • Recall that plants produce their own food for energy. • Name living things that are producers and place a producer at the beginning of a food chain. • Use arrows to show the order in a food chain.					
HISTORY	Unit: How was school different in the past?					
	L.O. - Were schools different in the past?	L.O. - How have schools changed within living memory?	L.O. - How were schools different in the 1900s?	L.O. - How have schools changed?	L.O. - What is similar and different about schools now and in the past?	L.O. - Would you have preferred to go to school in the past?

Outcomes	• Correctly order and date four photographs on a timeline and add some dates. • Ask one question about schools in the past. • Make one comparison between schools in the past and present. • Use sources to research and develop an understanding of what schools were like 100 years ago. • Identify three features of a classroom now and a classroom 100 years ago, identifying some similarities and differences. • Recognise two similarities and two differences between schools now and schools in the past. • State whether they would have preferred to go to school in the past or not and explain why.						
GEOGRAPHY	Unit: No Geography taught until Autumn 2						
	L.O. -	L.O. -	L.O. -	L.O. -	L.O. -	L.O. -	
Outcomes							
ART	Unit: Drawing – Tone and Texture						
	L.O. – Exploring Drawing Materials	L.O. – Understanding and creating texture	L.O. – Exploring tonal shading	L.O. – Sketching and Refining a drawing	L.O. – Creating an observational drawing		

Outcomes	Experiment with a range of materials to create marks and tones. Use different pressures and control to make different marks. Describe the texture of objects. Identify how artists use tone. Control shading to show tone. Sketch simple shapes lightly so that changes can be made. Refine a drawing by building up the outline of an object. Pose to show a clear expression and head position to create a photograph.					
D.T.	Unit: Textiles – Pouches (4 weeks in total, two in Autumn 1, two in Autumn 2)					
	L.O. - Running stitch	L.O. – Using a template				
Outco	Textiles - Pouches - 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.					
R.E.	Unit: Who is a Muslim and what do they believe? 1.2					
	L.O. – To know what Muslims think about God	L.O. – To know about some of the Muslim names for God	L.O. – To learn about the one of the Five Pillars	L.O. – To learn about who Prophet Muhammad (pbuh) was	L.O. – To learn about why Prophet Muhammad (pbuh) is important to Muslims	L.O. – To learn about how Muslims care for and respect the Quran

			of Islam			
Outco	• Discuss simply Muslim beliefs about God, making links with some of the 99 Names of Allah • Re-tell the story of the life of the Prophet Muhammad • Recognise objects used by Muslims and suggest why they are important • Identify ways Muslims mark Ramadan and celebrate Eid-ul-Fitr, and how this makes them feel					
PSHE	Unit: Me and my relationships					
	L.O. – To learn about rules (Our ideal classroom (1))	L.O. – To identify and feelings (How are you feeling today?)	L.O. – To descri be feelin gs (Let’s all be happ y!)	L.O. – To know how to be a good friend (Being a good friend)	L.O. – To understand what bullying looks like (Types of bullying)	L.O. – To learn about strategies to address bullying (Don’t do that!)
Outcomes	Suggest actions that will contribute positively to the life of the classroom; Make and undertake pledges based on those actions. Use a range of words to describe feelings; Recognise that people have different ways of expressing their feelings; Identify helpful ways of responding to other's feelings. Recognise, name and understand how to deal with feelings (e.g. anger, loneliness); Explain where someone could get help if they were being upset by someone else’s behaviour. Recognise that friendship is a special kind of relationship; Identify some of the ways that good friends care for each other. Explain the difference between bullying and isolated unkind behaviour; Recognise that that there are different types of bullying and unkind behaviour;					

	Understand that bullying and unkind behaviour are both unacceptable ways of behaving. Understand and describe strategies for dealing with bullying. Rehearse and demonstrate some of these strategies.					
MUSIC	Unit: Hands, Feet, Heart					
	L.O. – To sing a song	L.O. – To play instrumental parts within a song	L.O. – To improvise using voice s and/or instruments	L.O. – To perform compositions within a song	L.O. – To prepare for a performance	L.O. – To perform
Outcomes	• Know five songs off by heart • Know some songs have a chorus or a response/answer part • Know that songs have a musical style • Understand that music has a steady pulse, like a heartbeat • Know that we can create rhythms from words, our names, favourite food, colours and animals • Understand that rhythms are different from the steady pulse • Understand that we add high and low sounds, pitch, when we sing and play our instruments • Know what improvisation means • Improvise when listening to a piece of music • Know what composing means • Compose a piece of music • Perform a piece of music to an audience					

COMPUTING	Unit: Introduction to Purple Mash (2 Weeks), Route Explorers (4 Weeks), The Internet (1 Week further lessons to follow in Autumn 2)						
	L.O. – To login to Purple Mash and access 2Dos	L.O. – To access work and activities from Alerts, the My Work area and Tools.	L.O. – To use the direction keys in 2Go to move the turtle along a route.	L.O. – To use units of distance along with the direction keys in 2Go to move along a route.	L.O. – To write instructions to complete more than one step of a route at once.	L.O. – To build up instructions for a longer route.	L.O. – To understand how the internet, the World Wide Web and a browser work together.

Outcomes	• I can login to Purple Mash. • I can open, save and hand in 2Dos. • I can respond to alerts. • I can access Purple Mash activities and work using the appropriate area of the platform including the Work area and Tools. • I can use the direction keys in 2Go to move forwards, backwards, left and right. • I can combine the use of the keys to make a character move along a chosen route. • I can work out how far a character needs to move in 2Go. • I can combine the use of the direction keys and distances to make a character move along a chosen route. • I can think about more than one step at a time when I am planning a route in 2Go. • I understand that this is how the algorithm for the route is designed. • I can use my ideas to write the code to move a character more than one step at a time along a route. • I can create longer programs by testing a few steps at a time and editing my code. • I can debug my code and fix errors • I can describe what the internet is. • I can describe what the World Wide Web is. • I can give examples of browsers. • I can understand that the internet connects people and information all around the world.					
Indoor P.E.	Unit: Gymnastics (3 Weeks Indoor) and Rugby (3 Weeks Outdoor)					
	L.O. – I can balance with a partner I can lower and lift from a hold	L.O. – I can jump high using a straight jump I can caterpillar walk and bunny hop	L.O. – I can control the speed of a straight roll I can do a	L.O. - I can throw balls over different distances I can throw equipment into hoops over different distances	L.O. I can catch different types of balls I can follow instructions to move in different ways	L.O. I can develop simple tactics for attacking and defending I can compete against self and others

			straddle sit, trying to touch either foot			
Outcomes	• Work with a partner to perform balances • Create their own ways of balancing • Travel in different ways • Know what a straight roll is • Able to perform a straight roll • Able to control the speed of a straight roll • Know what a straddle sit is			• 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		