Medium Term Plan Autumn 2 2026

	Week 1 **2.11.26**	**Week 2** **9.11.26**	**Week 3** **16.11.26**	**Week 4** **23.11.26**	**Week 5** **30.11.26**	**Week 6** **7.12.26**	**Week 7** **14.12.26**
Special activities and values	Training day 2.11.26 Respect Core Value	Monday 9/10.11.26 Drama4all workshop. Friendship week	Road Safety week	UK Parliament week - Pupil Parliament Elections	Patience value	Friday 11.12.26 - Christmas Jumper Day and children's Christmas lunch.	Wednesday Year 2 performance for Parents Thursday performance for Mulberry Court residents and Christmas tea
English	Beware of the Bears Toolkit focus: Description	Beware of the Bears Toolkit focus: Description	Beware of the Bears Toolkit focus: Description	Non chronological reports Toolkit focus: Information text	Non chronological reports Toolkit focus: Information text	Non chronological reports Toolkit focus: Information text	Poetry and assessment
Reading		Fluency lesson 1 Brownilocks and The Three Bowls of Cornflakes	Fluency lesson 2 Brownilocks and The Three Bowls of Cornflakes	Fluency lesson 1 Space poetry - My Spaceship	Fluency lesson 2 Space poetry - My Spaceship	Fluency lesson 1 Mr Maker - Instructional	Fluency lesson 2 Mr Maker - Instructional
Phonics and spelling	Summer 2 week 4	Summer 2 week 5	Assess and review	Ph 5 review or Bridge to spelling	Ph 5 review or Bridge to spelling	Ph 5 review or Bridge to spelling	Ph 5 review or Bridge to spelling
Maths	Addition and Subtraction	Addition and Subtraction	Addition and Subtraction	Measurement: Money	Measurement: Money	Assessment and consolidation Multiplication and Division	Multiplication and Division
Maths Mastering Number	Week 9 Composition 9	Week 10 Composition Number 11-19 10 and a bit	Week 11 Composition Counting, cardinality and ordinality	Week 12 Number facts and arithmetic - Doubles and halves within 20	Week 13 Composition of 20.	Week 14	Review
Science		***INVITE PARENTS IN: Monday PM. (2.15-3.15pm)*** To explore how the properties of the material is an important aspect for the object. Children:	Where materials come from (Climate change and Sustainability) I can explore where different materials come from and how some materials	Stretchy Materials. I can investigate which materials are stretchy and explain how suitable they are for different uses.	Materials - explore what happens if different forces applied Children to investigate how materials react when pushed, pulled, twisted, scrunched, folded Create a collage out of different forces and materials blue tack,	Materials - investigate the characteristics of different materials make predictions. Children to predict and investigate whether a range of materials will stretch, bend, squash or remain rigid and then have to provide	Review

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		• Make an umbrella using paper. • Make high-heeled shoes using cardboard. • Make a fork and a knife using wool.	are less harmful to planet earth.		card, paper, elastic bands, tissue paper, foil.	example of what they are used for.	
Computing- Route Explorers: Children learn to build simple algorithms to move a screen turtle along routes. They consider direction and distances and create commands.			To use the direction keys in 2Go to move the turtle along a route.	To use units of distance along with the direction keys in 2Go to move along a route.	To write instructions to complete more than one step of a route at once.	To build up instructions for a longer route	Review
Online Safety	I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. (e.g. email, online gaming, a pen-pal in another school / country).		I can explain who I should ask before sharing things about myself or others online	I can explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do.	I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online	I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online.	Review
DT		Investigate - Look at fruit grown in The Gambia. Contrast with fruits grown in England	Design - Explore the taste of different fruit and select fruit for fruit salad.	Make - Skill cutting - bridge and claw.	Make - Skill cutting - bridge and claw.	Evaluate - Explore skills learnt and improvements that would be made.	Review

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Geography **Read story the Plastic Bag-**	Recap learning from Year 1. UK labelling the countries, capital cities and the seas.	Labelling of the continents of the world and recognising the countries near to the equator. Use atlases and globes	To understand climate differences in relation to the equator and North Pole and South Pole. Create a key and use world maps to demonstrate understanding.	Find and locate The Gambia. Use images to compare physical and human features of Serrakunda and Luton.	Find and locate The Gambia. Use images to compare physical and human features of Serrakunda and Luton	Discuss UK climate and seasons. Discuss the climate/temperature of Gambia (Banjul) and UK (London) and the differences by looking at the climate graphs.	
RE **Humanity** **The BIG question** What is taught to us about self-care and caring for others?	Diwali workshop	1. Kindness; Seeds of Joy	2. Caring for myself	3. Wellbeing; Seeds of peace	4. Healthy habits House Christianity and Islam	The Christmas Story	The Christmas Story
Music		Charanga Playing in the orchestra Option 1 Understanding Listen - Sparkle in the Sun by Joanna Mangona and Chris Taylor Sing-Sparkle in the Sun by Joanna Mangona and Chris Taylor Play instrumental parts Perform and share what has taken place in the lesson	Charanga Playing in the orchestra Music Option 2 Improvise Listen-Together for The Beauty Of The Earth by Folliott S. Pierpont and John Rutter, arranged by Luc Vertomnen Sing-Sparkle in the Sun by Joanna Mangona and Chris Taylor N/A Compose- Option 2 Create a Graphic Score: Space Perform and share what has taken place	Charanga Playing in the orchestra Option 1 Understanding Listen by Joanna Mangona and Pete Readman Sing - Listen by Joanna Mangona and Pete Readman Perform and share what has taken place in the lesson	Charanga Playing in the orchestra Option 2 Improvise Listen - Together Fascinating Rhythm by George Gershwin Sing-Option 1 Listen by Joanna Mangona and Pete Readman Improvising - Improvise with the Song Perform- Perform and share what has taken	Charanga Playing in the orchestra Option 1 Understanding Music Listen - The Orchestra Song by Joanna Mangona and Pete Readman Sing - The Orchestra Song by Joanna Mangona and Pete Readman Play instrumental parts Perform and share what has taken place in the lesson	Review
PHSE	Getting on and Falling out Focus on feelings- Look at	FRIENDSHIP WEEK Getting on and Falling out	Getting on and Falling out Children think about bullying.	Getting on and Falling out Children continue to think about bullying. What is the difference between	Getting on and Falling out How it feels to pay and receive compliments.	Getting on and Falling out. We can discuss how well we worked in a group.	Review

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	all emotions - what can we do if we feel anger?	Children consider different points of view. Think about how other people are feeling as well as how we are feeling to help keep things fair.	What is a bully? What might bullying look like in Year 2? What should you do if you or someone is being bullied?	bullying and just falling out.			
PE long	Ball Skills – Dribbling and keeping possession using our hands.	Ball Skills – Dribbling to score a point using our hands.	Ball skills – Passing and receiving using our hands.	Ball skills – Dribbling and keeping possession using our feet.	Ball skills – Passing and receiving using our feet.	Review	Review
PE short	Ball Skills – Application and understanding of underarm throwing.	Ball Skills - Underarm throwing to beat an opponent.	Ball Skills - Overarm throwing distance.	Ball Skills - Overarm throwing to win a game.	Ball Skills – Dribbling to score a point in game activities using our feet.	Review	Review
Handwriting	Teach capital A Apply in words	Review A Teach B Review B Teach C Apply in words	Review C Teach D Review D Teach E Apply in words	Review E Teach F Review F Teach G Apply in words	Review G Teach H Review H Teach I Apply in words	Review I Teach J Review J Teach K Apply in words	Review K Teach L Review L Teach M Apply in words