Medium Term Plan								
Year Group – 2					Term - Autumn Term 2			
	Wk 1 2.11.2026	Wk 2 9.11.2026	Wk 3 16.11.2026	Wk 4 23.11.2026	Wk 5 30.11.2026	Wk 6 7.12.2026	Wk 7 14.12.2026	Wk 8
Trip Visitor Subject Event	Parents Eve – 3rd and 5th	Children in Need – 13th	Literacy Specialist in 17th all day	Inset Day 27th	Professional Network 3rd	Warwick Art Visit 7th	Yr1/2 Carol Concert 14th – 9.30am and 15th – 2:30pm	
English – RSW – The Night Gardener **Outcome 1 - Setting narrative** **Outcome 2 - Diary**	**Immerse 1 - Analyse 5** **Grammar:** **Forming adjectives using suffixes** **Adjectives to adverbs by adding ly** **Co-ordination using so, but, and, or** **Expanded noun phrases** **Apostrophes - singular possession**	**Analyse 6 - Lesson Plan 9** **Grammar:** **Adjectives to adverbs by adding ly** Exclamations **Forming adjectives using suffixes**	**Write 10 - 14** **Grammar:** **Co-ordination using so, but, and, or** **Expanded noun phrases** Exclamations **Apostrophes - singular possession**	Immerse 1 - Analyse 5 Grammar Co-ordination (using so, or, and, but) Grammatical patterns in a sentence indicate its function as a question Grammatical patterns in a sentence indicate its function as an exclamation Expanded noun phrases for description and specification Commas to separate items in a list	Analyse 6 - 7, Plan 8 Grammar Apostrophes to mark where letters are missing in spelling (contractions) Use –ly to turn adjectives into adverbs use co-ordination (using so, or, and, but Expanded noun phrases for description and specification	Write 9 - 11 Grammar Expanded noun phrases for description and specification Commas to separate items in a list Apostrophes to mark where letters are missing in spelling (contractions)		
	Prediction, reveal and drama opportunity, familiarisation **Incidental write 1: Simile poem/ Edit with purple pen** **Structure and language feature familiarisation - narrative block building - vocab** **Incidental write 2:** **Setting description/ Edit with purple pen** **Structure and language feature familiarisation**	**Recap on structure and language** **Writer's Knowledge** **Incidental write 3: Exclamations and questions /Edit with purple pen** **Role play to gather ideas - Role on the Wall** **Ideas for planning - complete part 1 and 2 of plan**	**Link planning to writing - teacher to model writing and to think aloud in the role of the writer.** **Break down into parts.** **Use the sentence accuracy checker.** **Opportunities to edit and proof read.** **Final Outcome a setting narrative**	Drama, missing pages and using vocab and language from text Role play, Hot seating, Reaction Sentences to use new vocab Gathering ideas linked to questions and exclamations Past and present tense Incidental Write 1 - Diary entry linked to illustration Annotation and highlighting of example text	Writers Knowledge completed for example text - diary (2 days) Drama and Incidental Write 2 - Recount paragraph Complete Plan for diary entries using Writer's Knowledge.	Begin The Gardener's Diary Using the plans and writer's knowledge for support - Part 1 The Gardener's Diary Using the plans and writer's knowledge for support - Part 2 The Gardener's Diary Using the plans and writer's knowledge for support - Part 3 **Break down into part, use the sentence accuracy checker.** **Opportunities to edit and proof read** Re-read and check for Grammar elements in final piece - time to rewrite and edit using purple pen		
Little Wandle Phonics	Yr 1 Spr 2 Week 1 Recap Phase 5	Yr 1 Spr 2 Week 2 Recap Phase 5	Yr1 Spr 2 Week 3 Recap Phase 5	Yr 1 Spr 2 Week 4 Recap Phase 5	Yr 1 Spr 2 Week 5 Recap Phase 5 ASSESSMENT WEEK	Yr 1 Sum 1 Week 1	Yr 1 Sum 2 Week 2	
Maths	White rose- Addition and Subtraction	White rose- Addition and Subtraction	White rose- Shape	White rose- Shape	White rose- Shape	White rose- consolidation (informed by lesson being taught during the week)	White rose- consolidation (informed by lesson being taught during the week)	

Science - **PlanBee Exploring everyday materials**	To know a variety of materials and sort them according to a variety of criteria.	To know natural and man-made materials..	To know that some materials can change shape by squashing, bending, stretching and twisting, and others can't.	To know the suitability of metal and plastic for a variety of purposes	To know the different products that can be made from wood and their features and purposes.	To know the different materials that are used for the same product.	To know and identify material inventions and discoveries.	
Geography – **Compass, direction and map makers GS&F**	To know that compasses show direction.	To know that explorers use direction to navigate.	To know that maps include symbols and keys to help us read them.	To know that direction helps people travel safely.	To know that routes can be planned using maps.	To know that map makers record places for others to use.		
History - **The Plague**	To know that the plague happened a long time ago, around the same time as the Great Fire of London.	To know that the plague was a sickness that spread quickly and made many people ill.	To know and understand that people did not know what caused the plague at the time.	To know that people tried different ways to stop the plague from spreading.	To know and understand that plague doctors wore special clothing to protect themselves.	To know that houses with sick people were marked with a red cross.	To know and understand that Samuel Pepys wrote in his diary about the plague and what life was like in London during that time.	
Design Technology - **Weaving**	**Explore woven products-** To know woven products and describe how they are made and used.	**Learn paper weaving-** To know how to use an over-and-under technique to weave paper.	**Investigate materials-** To know and explore materials that are suitable for a woven mat.	**Design a woven mat-** To know how to design a woven mat for a chosen user and purpose.	**Begin making-** To know how to follow a design and begin weaving on a loom.	**Complete and finish-** To know how to complete a woven mat and join or secure its ends.	**Test and evaluate-** To know how to evaluate a woven mat against the design criteria and suggest improvements.	
PE - Real PE Unit 1A Ball Skills	unit 1A- lesson 1	unit 1A- lesson 2	unit 1A- lesson 3	unit 1A- lesson 4	unit 1A-lesson 5	unit 1A-lesson 6	Consolidation	
PSHE - **Valuing Difference**	Valuing Difference	What makes us what we are?	My special people	How do others make you feel?	When someone is feeling left out	An act of kindness	Solve the problem	
Computing – **Digital Photography**	Taking Photographs To know how to use a digital device to take a photograph	Landscape or portrait? To know how to take photos in both landscape and portrait format	What makes a good photograph? To know how to describe what makes a good photograph	Lighting To know how photographs can be improved	Effects To know how to use tools to change an image	Is it real? To know that photos can be changed	OUTCOME:- Taking the perfect photograph to create their calendar.	
Music - **Singing together: how singing helps us work together**	To know that singing can be used to achieve a task	To know that singing with a steady pulse can help us work together in time	To know how to sing my part in a call and response song (sea shanties and other sea songs)	To know how to play a strong beat to help us sing in time together.	To know how to identify and play the beat or rhythm of a song.	To know how to create a rhythmic ostinato to help us keep in time together.	OUTCOME: Performing in Christmas Productions.	
RE -	**EQ3 -What action do people take to live out their values?** To know how the creation story encourages Christians to take care of their world.	EQ4. How do people express their worldview to others? To know clothing, symbols and other things can express a person's worldview.	EQ4. How do people express their worldview to others? To know that some Muslims choose to wear a hijab as an expression of their faith and identity.	EQ4. How do people express their worldview to others? To know that some Sikhs choose to wear a dastaar, patka or other head covering as an expression of their faith and identity.	EQ5 How do people show their personal responsibility in their faith community? To know that Muslims may show commitment to their faith through prayer and caring for their community.	EQ5 How do people show their personal responsibility in their faith community? To know that Hindus may show commitment to their faith through worship, service and caring for others.	EQ6 - How might a worldview influence how someone chooses to live? To know that a person's worldview can influence the choices they make about how they live.	