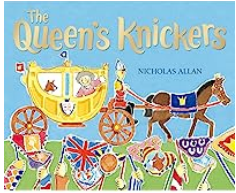


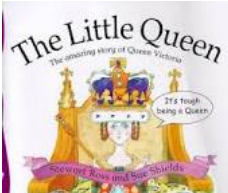
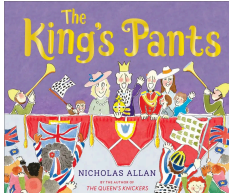
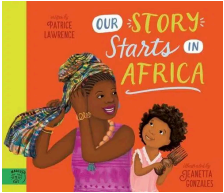


<div>Riverside Primary School</div> <div>Medium-Term Curriculum Plan</div> <div>2025 - 2026</div> <div>Year 2</div>										
<div>Term: Autumn 1 2025</div> <div>Theme: Famous Monarchs</div>										
	Unit	Skills	<div>Week 1</div> <div>02.09.25</div> <div>(4 days)</div>	<div>Week 2</div> <div>08.09.25</div> <div>(5 days)</div>	<div>Week 3</div> <div>15.09.25</div> <div>(5 days)</div>	<div>Week 4</div> <div>22.09.25</div> <div>(5 days)</div>	<div>Week 5</div> <div>29.09.25</div> <div>(5 days)</div>	<div>Week 6</div> <div>06.10.25</div> <div>(5 days)</div>	<div>Week 7</div> <div>13.10.25</div> <div>(5 days)</div>	<div>Week 8</div> <div>20.10.25</div> <div>(5 days)</div>
Wow Start: Meet a Queen!										
<div>Writing:</div>	<div>Fiction</div> <div>Jack and the Beanstalk</div> <div>Fantasy</div> <div>Focus: Opening and ending</div> <div>Non-Fiction</div> <div>How to Defeat a Giant</div> <div>Instructions</div>	Time sequenced Begin to differentiate between past and present tense to suit purpose	<div>Writing about themselves</div> <div>E.g. family, friends, talents, clubs, what they are looking forward to in Year 2</div>	<div>1. Handwriting and spellings</div> <div>2. Hook</div> <div>3. Learn the story by using a text map.</div> <div>4. Box up - fantasy story</div> <div>5. Accelerated Reader</div>	<div>1. Spellings</div> <div>2. Toolkit - conjunctions, expanded noun phrases. Short burst writing.</div> <div>3. Box up innovation - changing the ending</div> <div>4. Model write and write story</div> <div>5. Model write and write story</div>	<div>1. Handwriting and spellings</div> <div>2. Edit writing</div> <div>3. Box up independent story</div> <div>4. Write independent story</div> <div>5. Edit and improve</div>	<div>1. Handwriting and spellings</div> <div>2. Hook - mock up of local newspaper Giant sighting. Keys etc. Giant letter</div> <div>Introduce text type and sequencing activity.</div> <div>3. Role play - judge on x factor - critique a poor act and give instructions on how to do it better.</div> <div>4. Introduce model text - How to trap a stone giant. Create text map.</div> <div>5. Retelling the text in groups/pairs etc.</div>	<div>1. Handwriting and spellings</div> <div>2. Boxing up</div> <div>3. Toolkit - Short burst writing. Imperative verbs.</div> <div>4. Short burst writing - expanded noun phrases about mythical creatures.</div> <div>5. Box up - change to how to trap a water goblin.</div>	<div>1. Handwriting and spellings</div> <div>Innovation</div> <div>2. Write instructions.</div> <div>3. Write instructions.</div> <div>4. Write instructions.</div> <div>5. Edit and improve.</div>	<div>1. Handwriting and spellings</div> <div>2. Boxing up an independent version. E.g how to look after a mythical creature.</div> <div>3. Write independent instructions.</div> <div>4. Edit and improve work</div> <div>5. Sumdog assessment</div>
Phonics:	Floppy's Phonics			<div>/ai/ ai -ay eigh -ey a</div> <div>a-e -ae -ea</div> <div>/ee/ ee e -y -ey ea</div> <div>e-e -ie</div>	<div>/igh/ -igh i -y -ie i-e</div> <div>/oa/ oa ow o -oe</div> <div>o-e -ough -eau ou</div>	<div>/s/ s -ss -se -ce</div> <div>c(e) c(i) c(y) sc -st-</div> <div>/e/ e ea</div>	<div>/j/ j g(e) g(i) g(y)</div> <div>-ge -dge</div> <div>/ul/ -le -el -al -il</div>	<div>/yoo/ -ue u ew u-e eu</div> <div>/oo/ oo u-e -o -ou</div> <div>-ough -ue -ew -ui -u</div>	<div>/oi/ oi oy</div> <div>/ou/ ow ou -ough</div> <div>/or/ or -our aw au</div> <div>-al (w)ar (qu)ar</div>	<div>/ur/ ur ir er ear</div> <div>(w)or</div> <div>/u/ u o ou -our</div> <div>/ar/ ar a al</div>
Class Reader:								Repeat reading the children's favourite book.	Repeat reading the children's favourite book.	

<b>Grammar and Punctuation:</b>			Capital letters	Capital letters	Capital letters	Full stops	Full stops	Adjectives	Question Marks	Exclamation marks
<b>Handwriting:</b>				Practising diagonal join to ascender: th, ch	Practising diagonal join, no ascender: ai, ey	Practising diagonal join, no ascender: ir, er	Practising horizontal join to ascender: wh, oh	Practising horizontal join, no ascender: ow, ou	Introducing diagonal join to e: ie, ue	Introducing horizontal join to e: oe, ve
<b>Spellings:</b>	<b>Word Study</b>			The /d_3/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y	The /s/ sound spelt c before e, i and y	The /n/ sound spelt kn and (less often) gn at the beginning of words	The /a_ɪ/ sound spelt –y at the end of words	Adding –ed to a root word ending in –y with a consonant before it.	Adding –ing to a root word ending in –y with a consonant before it.	
<b>Maths:</b>	<b>Block 1: Place Value</b>  <b>Block 2: Addition and Subtraction</b>	<b>See WRM</b>	<b>Place Value</b>  <b>Lesson 1</b> Going over expectations and layout of maths books/ non negotiables  <b>Step 1</b> Numbers to 20  <b>Step 2</b> Count objects to 100 by making 10s  <b>Step :</b> Recognise tens and ones	<b>Place Value</b>  <b>Step 4</b> Use a place value chart <b>Step 5</b> Partition numbers to 100 <b>Step 6</b> Write numbers to 100 in words <b>Step 7</b> Flexibly partition numbers to 100 <b>Step 8</b> Write numbers to 100 in expanded form	<b>Place Value</b>  <b>Step 9</b> 10s on the number line to 100 <b>Step 10</b> 10s and 1s on the number line to 100 <b>Step 11</b> Estimate numbers on a number line <b>Step 12</b> Compare objects <b>Step 13</b> Compare numbers	<b>Place Value</b>  <b>Step 14</b> Order objects and numbers <b>Step 15</b> Count in 2s, 5s and 10s <b>Step 16</b> Count in 3s <b>Last Step</b> Sumdog <b>Step 1</b> Bonds to 10	<b>Addition and subtraction</b>  <b>Step 2</b> Fact families - addition and subtraction bonds within 20 <b>Step 3</b> Related facts <b>Step 4</b> Bonds to 100 (tens) <b>Step 5</b> Add and subtract 1s <b>Step 6</b> Add by making 10	<b>Addition and subtraction</b>  <b>Step 7</b> Add three 1-digit numbers <b>Step 8</b> Add to the next 10 <b>Step 9</b> Add across a 10 <b>Step 10</b> Subtract across 10 <b>Step 11</b> Subtract from a 10	<b>Addition and subtraction</b>  <b>Step 12</b> Subtract a 1-digit number from a 2-digit number (across a 10) <b>Step 13</b> 10 more, 10 less <b>Step 14</b> Add and subtract 10s <b>Step 15</b> Add two 2-digit numbers (not across a 10) <b>Step 16</b> Add two 2-digit numbers (across a 10)	<b>Addition and subtraction</b>  <b>Step 17</b> Subtract two 2-digit numbers (not across a 10) <b>Step 18</b> Subtract two 2-digit numbers (across a 10) <b>Step 19</b> Mixed addition and subtraction <b>Step 20</b> Compare number sentences <b>Step 21</b> Missing number problems  <i>End of term Sumdog assessment or WRM sheet B (In English lesson)</i>
<b>History:</b>	<b>Famous Queens</b>	The lives of significant individuals in the past who have contributed to national and international	L.O: I can understand what a monarch is and where monarchs live.	L.O: I can explore Tudor life and Queen Elizabeth I.	L.O: I can explore who Queen Victoria was.	L.O: I can explore the Victorian period.	L.O: I can explore the life of Queen Elizabeth II.	L.O: I can compare three major time periods.	L.O: I can compare the three significant queens.	Black History Week

		achievements. Some should be used to compare aspects of life in different periods								
Geography:										
Science:	Living Things and Their Habitats	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"><li>• Explore and compare the differences between things that are living, dead, and things that have never been alive.</li><li>• Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</li><li>• Identify and name a variety of plants and animals in their habitats, including microhabitats.</li><li>• Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li></ul>		I can explore and describe the differences between things that are living, dead and have never been alive.	I can identify what a habitat is and what living things need to survive.	I can identify and describe microhabitats and the minibeasts that live there.	I can explore how animals and plants depend on each other.	I can compare animals and plants in different habitats	I can construct a simple food chain and explain what each part needs	
Art and Design:	Sculpture	<p><b>Sculpture:</b> -Land Art Sculptures</p> <ul style="list-style-type: none"><li>• Use a combination</li></ul>		L.O. To recognise artwork by a famous artist. (Goldsworthy)	L.O. To plan a piece of art work. Recap Goldsworthy - what resources	Christmas Cards	L.O. To gather resources needed.  Local walk - look	L.O To create art in the style of a famous artist. (Goldsworthy)		

		<p>of shapes.</p> <ul style="list-style-type: none"> <li>• Include lines and texture.</li> <li>• Use rolled up paper, straws, paper, card and clay as materials.</li> <li>• Use techniques such as rolling, cutting, moulding and carving</li> </ul> <p>Developing ideas and taking inspiration from the greats</p> <p>Andy Goldsworthy</p>		<p>Developing ideas and taking inspiration from the greats</p> <p>Intro Andy Goldsworthy Who he is, what is his style of art work? Look at a range of his work - what is similar /different about it? How could we create this art?</p>	<p>would we need? Children to list/plan/draw the resources they will need.</p>		<p>back at plans from previous lesson. Gather what is needed.</p> <p>Gather resources- leaves, acorns, twigs etc Sketch in books and discuss use- which for height, texture, colour etc</p>	<p>Using gathered resources and images of work by Goldsworthy - assemble art - verbally evaluate.</p>		
<b>D+T:</b>										
<b>Computing:</b>	<p><b>Online Safety</b></p> <p><b>Katie and Tex - Explore Robotics and AI</b></p>	<p>know what 'digital footprint' means;</p> <ul style="list-style-type: none"> <li>• know that people can use the information they put online;</li> <li>• know that a digital footprint contains information about a person;</li> <li>• identify</li> <li>• use a website to search for information;</li> <li>• begin to identify possible dangers online;</li> <li>• identify websites suitable for their age;</li> <li>• know when to ask an adult for advice about accessing a website;</li> <li>• know what to do if a website makes them uncomfortable;</li> <li>• talk about what people might want to know about a website;</li> <li>• give their opinion about a website;</li> <li>• say what they like and dislike about a website;</li> <li>• begin to consider who a website could be aimed at;</li> <li>• identify unkind online behaviour;</li> <li>• know what to do if they think someone is being unkind to them online;</li> <li>• know how to safely search for information online;</li> <li>• choose appropriate websites for their age.</li> </ul>		<p>L.O I can learn to log on to the laptop. L.O - I can fill in my Acceptable use &amp; familiarisation with Google Classroom.</p>	<p>Step 1 - L.O: I can understand that we should behave online in a kind and respectful way.</p>	<p>Step 2 - L.O - I can identify and report unkind and bullying behaviour online.</p>	<p>Step 3 L.O - I can understand what a digital footprint is and why it is important.</p>	<p>Step 4 - L.O - I can understand how we can leave a small and positive digital footprint.</p>	<p><a href="https://www.techshecan.org/animated-lessons/robotics-and-ai">https://www.techshecan.org/animated-lessons/robotics-and-ai</a> Video (3 mins 55) Challenge - design a robot Project evolve - Online safety.</p>	
<b>Music:</b>	<p><b>Charanga - Pulse, Rhythm and Pitch</b></p>	<ul style="list-style-type: none"> <li>• Singing and listening are at the heart of each lesson.</li> <li>• Play, improvise</li> </ul>		<p><b>Lesson 1</b> Music Is In My Soul (Part 1)</p>	<p><b>Lesson 2</b> Music Is In My Soul (Part 2)</p>	<p><b>Lesson 3</b> Hey Friends (Part 1)</p>	<p><b>Lesson 4</b> Hey Friends (Part 2)</p>	<p><b>Lesson 5</b> Hello</p>	<p><b>Lesson 6</b> Assessment Checkpoint</p>	

		and compose using a selection of these notes: C, D, E, F, G, A.								
Indoor PE:	Fundamentals	<ul style="list-style-type: none"> <li>• I am beginning to provide feedback using keywords</li> <li>• I am beginning to turn and jump in an individual skipping rope</li> <li>• I can describe how my body feels during exercise</li> <li>• I can show balance when changing direction</li> <li>• I can show hopping, skipping and jumping movements with some balance and control</li> <li>• I can work cooperatively with a partner and a small group</li> <li>• I show balance and coordination when running at different speeds</li> </ul>	L.O: To explore how the body moves differently when running at different speeds	L.O: To develop changing direction and dodging	L.O: To develop balance, stability and landing safely	L.O: To develop and explore jumping, hopping and skipping actions	L.O: To develop coordination and combining jumps	L.O: To develop combination jumping and skipping in an individual rope		
Outdoor PE	Ball Skills	<ul style="list-style-type: none"> <li>• I am beginning to provide feedback using keywords</li> <li>• I am beginning to understand and use simple tactics</li> <li>• I can dribble a ball with my hands and feet with some control</li> <li>• I can roll and throw a ball to hit a target</li> <li>• I can send and</li> </ul>	L.O: To be able to roll a ball to hit a target	L.O: To develop co-ordination and be able to stop a rolling ball	L.O: To develop technique and control when dribbling a ball with your feet	L.O: To develop control and technique when kicking a ball	L.O: To develop co-ordination and technique when throwing and catching	L.O: To develop control and co-ordination when dribbling a ball with your hands		

		<p>receive a ball using both kicking and throwing and catching skills</p> <ul style="list-style-type: none"><li>• I can track a ball and collect it</li><li>• I can work cooperatively with a partner and a small group</li></ul>								
PSHCE:	<p><b>Relationships Families and Friendships</b></p> <p><b>Safe Relationships</b></p>	<p><b>Families and Friendships</b></p> <ul style="list-style-type: none"><li>• How to be a good friend, e.g. kindness, listening, honesty</li><li>• About different ways that people meet and make friends</li><li>• Strategies for positive play with friends, e.g. joining in, including others, etc.</li><li>• About what causes arguments between friends</li><li>• How to positively resolve arguments between friends</li><li>• How to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else</li></ul> <p><b>Safe Relationships</b></p> <ul style="list-style-type: none"><li>• How to recognise hurtful behaviour, including online</li><li>• What to do and whom to tell if</li></ul>		<p><b>No Outsiders: Amazing</b> by Steve Antony</p>	<p><b>Making Friends</b></p> <ul style="list-style-type: none"><li>• How to be a good friend, e.g. kindness, listening, honesty</li><li>• About different ways that people meet and make friends</li></ul> <p>L.O. I can explain what makes a good friend.</p>	<p><b>Feeling Lonely</b></p> <ul style="list-style-type: none"><li>• How to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else</li><li>• How to ask for help if they feel unsafe or worried and what vocabulary to use</li></ul> <p>L.O. I can recognise when I need help and know who I can ask.</p>	<p><b>Getting Help</b></p> <ul style="list-style-type: none"><li>• Strategies for positive play with friends, e.g. joining in, including others, etc.</li><li>• About what causes arguments between friends</li><li>• How to positively resolve arguments between friends</li></ul> <p>L.O. I can identify ways to solve conflict between friends.</p>	<p><b>Managing Secrets</b></p> <ul style="list-style-type: none"><li>• What to do and whom to tell if they see or experience hurtful behaviour, including online</li><li>• About the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help</li></ul> <p>L.O. I can understand when to keep a secret or not including online</p>	<p><b>Resisting Pressure and Getting Help</b></p> <ul style="list-style-type: none"><li>• How to resist pressure to do something that feels uncomfortable or unsafe</li></ul> <p>L.O. I can recognise what peer pressure is and know who I can talk to.</p>	<p><b>Recognising Hurtful Behaviour</b></p> <ul style="list-style-type: none"><li>• How to recognise hurtful behaviour, including online</li><li>• About what bullying is and different types of bullying</li><li>• How someone may feel if they are being bullied</li></ul> <p>L.O. I can identify what bullying is and know how someone may feel if they are being bullied.</p>



		<p>they see or experience hurtful behaviour, including online</p> <ul style="list-style-type: none"><li>• About what bullying is and different types of bullying</li><li>• How someone may feel if they are being bullied</li><li>• About the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help</li><li>• How to resist pressure to do something that feels uncomfortable or unsafe</li><li>• How to ask for help if they feel unsafe or worried and what vocabulary to use</li></ul>								
<b>RE:</b>	<b>Theology</b>	<p>Why is light an important symbol for Christians, Jews and Hindus?</p> <p>Retell at least one narrative where light is an important symbol.</p> <p>Recognise that the narratives used by Christians, Hindus and Jews reflect their key beliefs.</p> <p>Give an example of how Christians, Hindu and Jews and beliefs (and the symbolism of light) to guide their daily</p>		<p>L.O: I can identify different light sources and discuss how they affect the senses.</p>	<p>L.O: I can examine what different sources of light mean to Christians.</p>	<p>L.O: I can compare beliefs of different faiths regarding light.</p>	<p>L.O: I can investigate Hindu beliefs about light.</p>	<p>L.O: I can assess similarities and differences in beliefs.</p>		

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