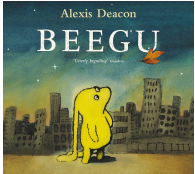
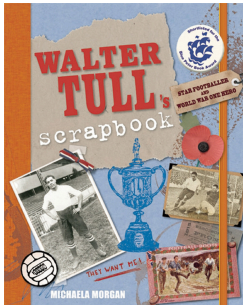
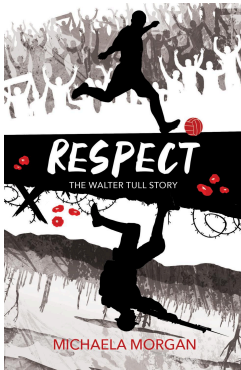
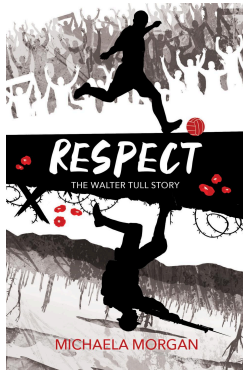
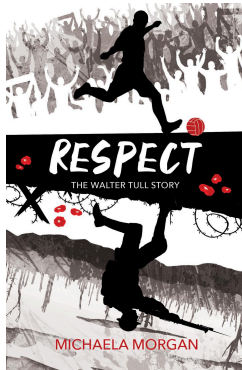
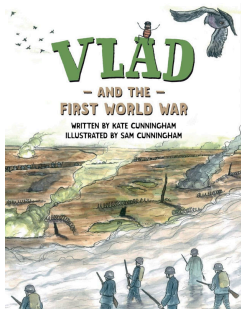
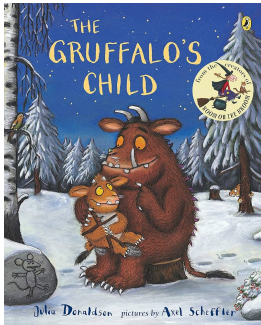


Riverside Primary School Medium-Term Curriculum Plan 2025 - 2026 Year 2									
Term: Autumn 2 2025 Theme: Walter Tull									
	Unit	Skills	Week 1 03.11.25 (5 days)	Week 2 10.11.25 (5 days)	Week 3 17.11.25 (4 days)	Week 4 24.11.25 (4 days)	Week 5 01.12.25 (5 days)	Week 6 08.12.25 (5 days)	Week 7 15.12.25 (5 days)
				Anti-Bullying Week KS1 Cross Country Event Children in Need			04.11.25 9:30 - Watch Yr1 Nativity 1:30 - Perform Nativity to Yr1	9.12.25 Nativity to parents	
Wow Start: Walter Tull Artefacts									
Writing:	Fiction Peter and The Wolf Journey Story Focus: Character and sentence structure		1. Handwriting and spellings 2. Hook. Create story map for the text. 3. Learn the story by using a text map. Create their own story map. 4. Box up - journey story. 5. Accelerated Reader	1. Handwriting and spellings 2. Toolkit - short burst writing. 3. Box up innovation 4. Shared writing and begin writing their story. 5. Shared writing and continue writing their story.	1. Handwriting and spellings 2. Shared writing and finish writing their story. 3. Box up independent story 4. Exciting writing	1. Handwriting and spellings 2. SAT1 3. SATS2 4. Hook - newspaper report about local werewolf sightings, clues around the classroom, video clips of werewolf sightings. 'Imaginary' information report	1. Handwriting and spellings 2. Text map - The Hullbridge Werewolf. Draw and make actions to go with it. 3. Retell the text in different ways (p.146) then create own text maps. 4. Show the text - use different activities to internalise (p.147) 5. Box up the text Move to something 'real'	1. Handwriting and spellings 2. Toolkit - short burst writing 3. Independent writing 4. Independent writing 5. Independent writing HA - extend writing using suggestions on p.154.	1. An invitation asking chn to contribute entries to 'The Werewolf Hunters Guide' - create a box up 2. Create their own mythical creature or werewolf. Label this with expanded noun phrases. 3. Box up independent version of the report. 4. Exciting writing 5. Editing and improving
	The Building Boy		Look at the front cover and make predictions. Read the story. Vocabulary.	Comprehension questions - retrieval. What is the text really about? Heart of the text - use sentence	Character emotions - how might he be feeling and how do we know-evidence. Create a feelings graph.	Display pic of alien and discuss key questions. - revisit ? marks Look at front cover - make predictions.	Read story - stop to make predictions as we read through. Likes/dislikes/ connections and	Inferences - how would Beegu be feeling?How do we know? Annotate image from text. Hotseating as Beegu.	Reading comprehension skills for a written text/written questions Vocabulary

	 Beegu 		Likes, dislikes, connections and puzzles.	stems. Hot seating the boy - asking questions for him to answer. Table of descriptions - describe boy and Grandma.	Question marks - questions the boy may ask his Grandma? Look at a page of the book and brainstorm keywords and phrases. Work as a class to put this into a shared poem. Show a new page from the book and come up with some new keywords and phrases. Chn to write their own poem.		puzzles. Reading comp-retrieval questions.	Exploratory responses to an image - use sentence stems.	Inference Prediction skills
Class Reader:									Repeat children's favourite books.
Grammar and Punctuation:			Capital letters Full stops Subordinating conjunctions	Capital letters Full stops Subordinating conjunctions	Capital letters Full stops Subordinating conjunctions	Capital letters Full stops Adjectives Verbs and adverbs	Capital letters Full stops Adjectives Verbs and adverbs	Capital letters Full stops Adjectives Verbs and adverbs	Capital letters Full stops Adjectives Verbs and adverbs
Handwriting:			Unit 8: Introducing ee	Unit 9: Practising diagonal join, no ascender: le	Unit 10: Writing numbers 1-100	Unit 11: Introducing diagonal join to anticlockwise letters: ea	Unit 12: Practising diagonal join to anticlockwise letters: igh	Unit 13: Practising diagonal join to anticlockwise letters: dg, ng	Unit 14: Introducing horizontal join to anticlockwise letters: oo, oa
Spellings:	Word Study		Adding -ing to a root word ending in -e with a consonant before it.	Adding -ed to a root word ending in -e with a consonant before it.	Adding -er to a root word ending in -e with a consonant before it.	Adding -est to a root word ending in -e with a consonant before it.	Adding -y to a root word ending in -e with a consonant before it.	Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant after a single vowel.	No new spellings this week.
Maths:	Block 1: Place Value Block 2: Addition and Subtraction	See WRM	Addition and Subtraction - Add 2 two digit numbers not across 10.	Add and Subtraction -Subtract two 2-digit numbers (not across a 10) -Subtract two 2-digit	Add and Subtraction -Mixed addition and subtraction	Add and Subtraction Nativity x2 Monday/Thursday	Add and Subtraction 1. SATS 1 2. SATS 2 Consolidation lesson	Shape -Recognise 2-D and 3-D shapes -Count sides on 2-D	Shape -Draw 2-D shapes - Lines of symmetry - Use lines of symmetry to complete shapes

			- Add two 2 digit numbers across 10 practical - Add 2 two digit numbers across 10 (step 16) Nativity x2 Monday/Thursday	numbers (across a 10) practical -Subtract two 2-digit numbers (across a 10) Nativity x2 Monday/Thursday	- compare number sentences - Nativity x2 Monday/Thursday	- Missing number problems step 21 - Consolidation lesson	Thursday Dress rehearsal -End of block assessment	and 3 D shapes -Count vertices on 2-D shapes Nativity x 2	In last week: Christmas Maths x2
History:	Walter Tull	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods	1. Who was Walter Tull and when did he live?	2. Did Walter have a happy or terrible childhood?	3. Using historical sources, can we spot the differences between Walter's life and the lives of footballers today?	Christmas mobiles	4. What was it like for Walter when he played football at a match in Bristol?	5. How did Walter help our country during WWI?	6. What is special about Walter Tull and Nicola Adams?
Geography:									
Science:	Use of Everyday Materials	Pupils should be taught to: - Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses - Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	Start of unit assessment Identifying Uses To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses, by identifying the uses of different materials.		Comparing Suitability To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses, by exploring the purposes of different objects.		Changing Shape To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching, by changing the shape of objects.		Recycling To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching, in the context of recycling.

Art and Design:	Linked with computing								
D+T:	Food • Preparing fruit and vegetables	Designing • Design appealing products for a particular user based on simple design criteria. • Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. • Communicate these ideas through talk and drawings. Making • Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. • Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product. Evaluating • Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences. • Evaluate ideas and finished products		Evaluating • Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences. • Taste test and choose what to use in their design		Designing • Design appealing products for a particular user based on simple design criteria. • Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. • Communicate these ideas through talk and drawings.		Making • Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. • Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product. Evaluating • Evaluate ideas and finished products against design criteria, including intended user and purpose.	

		against design criteria, including intended user and purpose. Technical knowledge and understanding • Understand where a range of fruit and vegetables come from e.g. farmed or grown at home. • Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The eatwell plate. • Know and use technical and sensory vocabulary relevant to the project.							
Computing:	Digital Art (Computing)	Pixel Pointillism	Mastering Mondrian	Producing Picasso	Colour Coding		PC Pop Art	Creating a Masterpiece!	
Music:	Charanga	Step 1 Sparkle in the Sun (Part 1)	Step 2 Sparkle in the Sun (Part 2)	Step 3 Listen to the world around you (Part 1)		Step 4 Listen to the world around you (Part 2)	Step 5 The Orchestra Song	Step 6 Assessment Checkpoint	
Indoor PE:	Dance Secret Garden Jack Frost	Physical: actions, space, relationships Social: respect, collaboration, work safely, communication Emotional: independence, confidence,	Secret Garden: To remember, repeat and link actions to tell the story of my dance	KS1 Cross Country Event	Secret Garden: To develop an understanding of dynamics and how they can show an idea	Secret Garden: To use counts of 8 to stay in time with the music	Jack Frost: To copy, repeat and create movements in response to a theme	Jack Frost: To create and perform using unison, mirroring and matching with a partner	Jack Frost: To remember and repeat actions and dance as a group

		perseverance, determination Thinking: provide feedback, comprehension, reflection, observation, creativity							
Outdoor PE	Net and Wall	- Physical: throwing, catching, racket skills, ready position, hitting a ball - Social: support, co-operatio n, respect, communicat ion - Emotional: perseveranc e, honesty - Thinking: decision making, reflection, comprehens ion, selecting and applying	To use the ready position to defend space on court	KS1 Cross Country Event	To develop returning a ball with hands	To play against a partner	To develop racket skills and use them to return a ball	To develop returning a ball using a racket	To play against an opponent using a racket

PSHCE:	Relationships: Respecting ourselves and others	- About the things they have in common with their friends, classmates, and other people - How friends can have both similarities and differences - How to play and work cooperatively in different groups and situations - How to share their ideas and listen to others, take part in discussions, and give reasons for their views	I can identify what bullying is and know how someone may feel if they are being bullied.	Anti-Bullying Week	No Outsiders: What the Jackdaw Saw by Julia Donaldson and Nick Sharratt	I can recognise how me and my friends are similar and different.	I can identify how to play and work in a group with others.	I can join in with a discussion and explain my views.	
	No Outsiders: What the Jackdaw Saw by Julia Donaldson and Nick Sharratt								
RE:	Nativity								