

Riverside Primary School
Medium-Term Curriculum Plan
2025 - 2026
Year 2

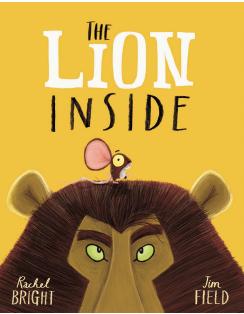
Term: Spring 1 2026

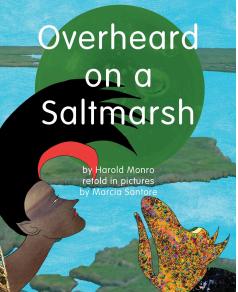
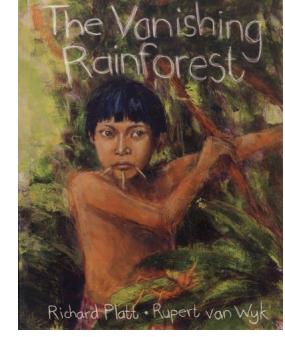
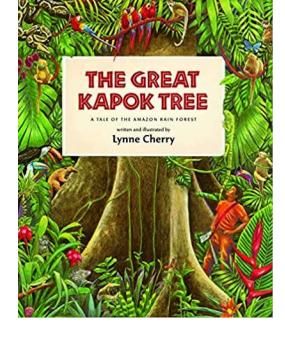
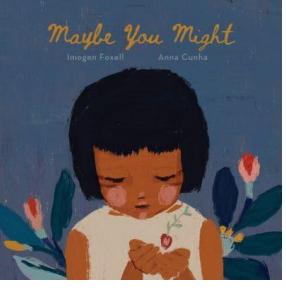
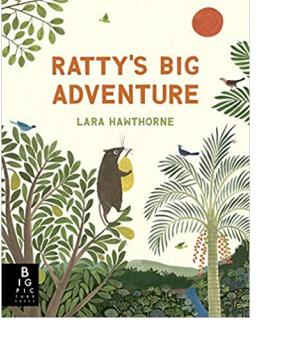
Theme: Brazil

| | Unit | Skills | Week 1 5.1.26 (5 days) 09.01.26 Brazilian Day | Week 2 12.1.26 (5 days) | Week 3 19.1.26 (5 days) | Week 4 26.1.26 (5 days) | Week 5 2.2.26 (5 days) | Week 6 9.2.26 (5 days) 10.02.26 Safer Internet Day |
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Wow Start: Brazilian Day!

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| Writing: | Fiction The Snow Queen Defeating the Monster Focus: Description Non-Fiction Persuasion | | 1. Handwriting and spellings 2. Accelerated Reader Quiz 3. Hook - mirror, snowflakes, snow and a crown. Read the story of 'The Snow Queen'. 4. Create a text map and put actions in. | 1. Handwriting and spellings 2. Learn the text map using different activities. Use drama to support this. 3. Box up - 'defeating the monster' story. 4. Toolkit and short burst writing 5. Box up innovation | 1. Handwriting and spellings 2. Shared writing and begin writing their story. 3. Shared writing and continue writing their story. 4. Shared writing and finish writing their story. NRICH MORNING | 1. Handwriting and spellings 2. Box up independent story. 3. Shared writing. 4. Exciting writing. 5. Edit and improve. | 1. Handwriting and spellings 2. Tuning into the text games (p. 198) 3. Show a real example of a persuasive text (p.202) 4. Learn the text using a text map to help. Retell it in different ways e.g. hold a race, do it silently, say it sentence by sentence etc. 5. Show the text (p. 204) | 1. Handwriting and spellings 2. Create a toolkit and short burst writing 3. Box up innovation paying careful attention to the structure 4. Shared writing 5. Exciting writing |
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| Reading: | The Lion Inside  Overheard on a Saltmarsh | Talk for Reading | Introduction 1. Introduce the text using a hook. Show the front cover - what do we know about each animal? 2. Model reading the text. Make predictions throughout. 3. Gather initial responses. Complete grid - | Investigation. 1. Oral comprehension. Use sentence stems to encourage modelled talking. 2. Role on the wall to explore the way the characters look or act on the outside to compare how they are on the inside. 3. Drama activities - | Independent 1. Summarise story in sentences - use models and sentence stems. 2. Model diary writing in role as a character. 3. Diary writing 4. Complete/edit diaries. | Introduction 1. Hook - present children with green glass beads to hold and explore. Generate initial language, demonstrate beauty and value. Show images of a saltmarsh, nymph, goblin. 2. Read the poem - | 1. Create a text map and learn by heart. Investigation 2. What is the heart of the text/what is it really about? Use sentence stems. 3. Discuss 2 characters in the text.(Grid) 4. Explore the poem through role play. Use the poem as a | Independent 1. Model diary writing in role as a character. 2. Diary writing 3. Diary writing 4. Edit diaries. |
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| |  | | how they see each other and surprises. 4. Vocabulary | freeze frame then question in character. 4. Writing in role - Thought bubbles as lion or mouse different points in story. | | ask children what they think has happened. Who have we met? 3. Capture initial thoughts linked to what the children think and question that they have that haven't been answered. Grid - thoughts and questions. 4. Vocabulary | script. | |
| Class Reader: | | |  |  |  |  |  |  |
| 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 |
| Handwriting: | | | Unit 15: Practising horizontal join to anticlockwise letters: wa, wo. | Unit 16: Introducing mixed joins for three letters: air, ear. | Unit 17: Practising mixed joins for three letters: oor, our. | Unit 18: Practising mixed joins for three letters: ing. | Unit 19: Size and spacing: wh, is, fi, gg, le. | Unit 20: End-of-term check. |
| Spellings: | Word Study | | To /r/ sound spelt wr at the beginning of the word. | Common Exception Words | The /l/ or /əl/ sound spelt -le at the end of words | Common Exception Words | The /l/ sound spelt -el at the end of words | Common Exception Words |
| Maths: | Shape Money Multiplication and division | White Rose Maths | <ul style="list-style-type: none"> • Lines of symmetry on shapes • Use lines of symmetry to complete shapes • Sort 2D shapes • Count faces on 3D shapes • Count edges on 3D shapes | <ul style="list-style-type: none"> • Count vertices on 3D shapes • Sort 3D shapes • Make patterns with 2D and 3D shapes • Consolidation lesson • Sumdog assessment | <ul style="list-style-type: none"> • NRICH • Count money - pence • Count money - pounds (notes and coins) • Make the same amount • Compare amounts of money | <ul style="list-style-type: none"> • Calculate with money • Make a pound • Fins change • Two step problems • Consolidation | <ul style="list-style-type: none"> • Sumdog assessment • Recognise equal groups • Make equal groups • Add equal groups • Introduce the multiplication symbol | <ul style="list-style-type: none"> • Multiplication sentences • Use arrays • Make equal groups - grouping • Make equal groups - sharing • The 2-times table |

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| History: | | | | | | | | |
| Geography: | Let's Go to the Jungle | <ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Identify land use around the school. | Brazilian Day 09.01.26 | L.O: I can locate jungles around the world and begin to describe them. | L.O: I can identify some features and weather of Indian tropical seasonal forests. | L.O: I can identify the locations of mangroves and describe their features and weather. | L.O: I can identify the locations and features of cloud forests. | L.O: I can compare British woodland to a tropical jungle. |
| Science: | Animals Including Humans | Pupils should be taught to: <ul style="list-style-type: none"> Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene | Animal Families & Offspring NC Focus: Notice that animals, including humans, have offspring which grow into adults Working Scientifically: Identifying and classifying Children can match animals to their offspring and describe how they change as they grow. | Life Cycles Detectives NC Focus: Notice that animals, including humans, have offspring which grow into adults Working Scientifically: Gathering and recording data Children create and explain a simple life cycle. | Growing Up (Humans) NC Focus: Notice that humans grow from babies to adults Working Scientifically: Asking simple questions Children can describe changes that happen as humans grow. | Survival Superheroes NC Focus: Describe the basic needs of animals, including humans, for survival Working Scientifically: Observing and suggesting answers Children can explain why animals need food, water and air. | Exercise Experiments NC Focus: Importance of exercise for humans Working Scientifically: Performing simple tests Children observe and describe how exercise changes their bodies. | Healthy Me! NC Focus: Importance of diet and hygiene Working Scientifically: Observing closely using simple equipment Children can explain how food choices and hygiene help us stay healthy. |
| Art and Design: | Textiles | <ul style="list-style-type: none"> Use weaving to create a pattern. | | Exploring pattern, colour and weaving ideas | | Practising weaving and joining materials Focus: Technique | | Final weaving artwork Focus: Applying skills independently |

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| | | <ul style="list-style-type: none"> Join materials using glue and/or a stitch. | | <p>Focus: Understanding pattern + preparing for weaving</p> <p>Outcome: Planned weaving idea in sketchbook</p> <p><u>Key learning</u></p> <p>Explore colour and pattern inspired by the Amazon rainforest</p> <p>Recognise how weaving creates pattern</p> <p>Use AI to generate and refine design ideas</p> | | <p>Outcome: Small woven sample</p> <p><u>Key learning</u></p> <p>Practise over-under weaving</p> <p>Join materials using glue and/or a simple stitch</p> <p>Understand how pattern is created through repetition</p> | | <p>Outcome: Finished woven artwork inspired by the rainforest</p> <p><u>Key learning</u></p> <p>Apply weaving skills to create a planned pattern</p> <p>Join materials securely</p> <p>Use ideas inspired by artists and own planning</p> |
| D+T: | Freestanding Structures | <p>Designing</p> <ul style="list-style-type: none"> Generate ideas based on simple design criteria and their own experiences, explaining what they could make. Develop, model and communicate their ideas through talking, mock-ups and drawings. <p>Making</p> <ul style="list-style-type: none"> Plan by suggesting what to do next. Select and use tools, skills and techniques, explaining their choices. Select new and reclaimed materials and construction kits to build their structures. Use simple finishing techniques suitable for the | <p>Design</p> <ul style="list-style-type: none"> Explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings. Look at a range of images of houses - discuss/evaluate how they are made. Discuss/label features. Draw/label your own house and materials you will need. | | <p>Make</p> <ul style="list-style-type: none"> Using taught techniques, make structures in groups. Model adapting design as you go if things don't go to plan - refer back to designs and structures they have evaluated at start. | | <p>Evaluate</p> <ul style="list-style-type: none"> Test your design. Have the techniques you used worked? Re-think your design decisions by applying your technical and practical knowledge of structures. Modify your design. Explain your decisions. | |

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| | | <p>structure they are creating.</p> <p>Evaluating</p> <ul style="list-style-type: none"> Explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings. Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> Know how to make freestanding structures stronger, stiffer and more stable. Know and use technical vocabulary relevant to the project. | | | | | | |
| Computing: | <p>Presentation Skills</p> <p>Katie and Tex - Explore Autonomous Shopping</p> | <p>All children:</p> <ul style="list-style-type: none"> Insert slides, add and type in a text box <p>Most children:</p> <ul style="list-style-type: none"> Create folders Print files Add images Format text and text boxes <p>Some children:</p> <ul style="list-style-type: none"> Save files in an organised folder structure Search for files on the computer Set windows side by side Format text boxes | <p>Folders</p> <p>Use technology safely and respectfully.</p> <ul style="list-style-type: none"> I can use basic computer skills. I can use the folder. | <p>What is a presentation?</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <ul style="list-style-type: none"> I can organise ideas for a presentation. | <p>New Slide, Slide Layout</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <ul style="list-style-type: none"> I can create a simple presentation with text. | <p>Add and Format an Image</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <ul style="list-style-type: none"> I can add and format an image. | <p>Reorder Slides and Present</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <ul style="list-style-type: none"> I can reorder slides and present a presentation. | <p>Searching and Printing</p> <p>Use technology safely and</p> <ul style="list-style-type: none"> I can search and print. |

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| | | <p>and images</p> <ul style="list-style-type: none"> • Reorder slides and present their presentation | | | | | | |
| Music: | Charanga | Inventing a Musical Story | Rainbows (Part 1) | Rainbows (Part 2) | Hands, Feet, Heart (Part 1) | Hands, Feet, Heart (Part 2) | All Around The World | Assessment Checkpoint |
| Indoor PE: | Gymnastics | <p>Physical: shapes, balances, travelling actions, shape jumps, barrel roll, straight roll, forward roll</p> <p>Social: leadership, work safely, respect</p> <p>Emotional: confidence, independence</p> <p>Thinking: select and apply actions, creativity</p> | <p>L.O: I can perform gymnastic shapes and link them together.</p> | <p>L.O: I can perform gymnastics shapes with control and link them together.</p> | <p>L.O: I can use shapes to create balances.</p> | <p>L.O: I can use shapes to create balances.</p> | <p>L.O: I can link travelling actions and balances using apparatus.</p> | <p>L.O: I can develop travelling actions and balances using apparatus.</p> |
| Outdoor PE | Sending and Receiving | <p>Physical: roll, track, catch, receive with feet, kick, send and receive with a racket</p> <p>Social: communication, collaboration, leadership</p> <p>Emotional: honesty, determination</p> <p>Thinking: identifying how to improve, comprehension</p> | <p>L.O: I can roll a ball towards a target.</p> | <p>L.O: I can track and receive a rolling ball.</p> | <p>L.O: I can send and receive a ball with my feet.</p> | <p>L.O: I can develop catching skills.</p> | <p>L.O: I can develop throwing and catching skills.</p> | <p>L.O: I can send and receive a ball using a racket.</p> |

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| PSHCE: | <p>Living in the wider world Belonging to a community Belonging to a group; roles and responsibilities; being the same and different in the community</p> <p>Media literacy and Digital resilience The internet in everyday life; online content and information</p> <p>No Outsiders: All are welcome</p> | <p>About being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups.</p> <p>About different rights and responsibilities that they have in school and the wider community.</p> <p>About how a community can help people from different groups to feel included</p> <p>To recognise that they are all equal, and ways in which they are the same and different to others in their community.</p> <p>The ways in which people can access the internet e.g. phones, tablets, computers.</p> <p>To recognise the purpose and value of the internet in everyday life.</p> | <p>No Outsiders: All are welcome by Alexandra Penfold and Suzanne Kaufman</p> | <p>I can recognise groups I belong to</p> | <p>I can understand my rights and responsibilities</p> | <p>I can understand how a community helps everyone feel included.</p> | <p>I can recognise that we are all equal, with differences and similarities.</p> | <p>I understand ways to access the internet</p> |
| RE: | <p>Theology</p> | <p>What does the nativity story teach Christians about Jesus?</p> | | <p>Compare bible verses and identify similarities and differences.</p> | <p>Examine what makes Jesus special to Christians and how they show that.</p> | <p>Investigate Christian traditions and how they are linked to the story of The Nativity.</p> | <p>Recommend ways in which Christians can be charitable towards others.</p> | <p>Construct a knowledge organiser which connects learning.</p> |