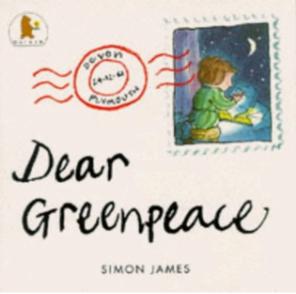


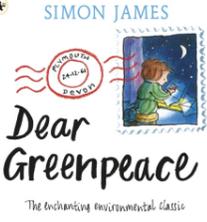
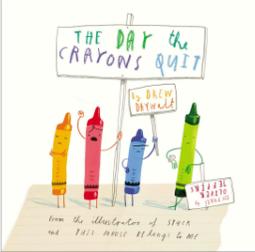
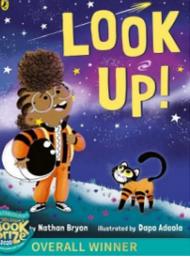
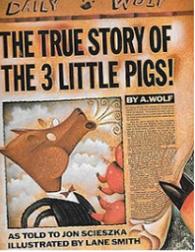
**Riverside Primary School
Medium-Term Curriculum Plan
2025 - 2026
Year 2**

**Term: Spring 2 2026
Theme: Communication Then and Now**

	Unit	Skills	Week 1 23.02.26 (5 days)	Week 2 02.03.26 (5 days) PTA Sale 04.03.26 World Book Day 05.03.26	Week 3 9.03.26 (5 days) Science Week Red Nose Day 13.03.26	Week 4 16.03.26 (5 days)	Week 5 23.03.26 (5 days)
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Wow Start: A letter from a meerkat

Writing:	<p>Fiction The Little Red Riding Hood Warning Story Focus: Setting</p> <p>Non-Fiction Local Hero Defeats Wolf Recount in the style of a news article</p>		<p><i>Fiction: Little Red Riding Hood (version from T4W book)</i></p> <ol style="list-style-type: none"> Handwriting and spellings Hook - put clues around the classroom for the children to explore and make predictions from. Create a text map and add actions Learn the text using the text map Box up - warning story Toolkit and short burst writing 	<ol style="list-style-type: none"> Handwriting and spellings Box up/text map new version Shared writing and begin to write their innovated story Shared writing and continue to write their innovated story Shared writing and finish writing their innovated story 	<ol style="list-style-type: none"> Handwriting and spellings Box up independent story Exciting writing Edit and improve (writing stations) Hook - create clues around the classroom that show a wolf has been in the area. Hotseating people who claim to have seen the wolf. Show newspaper front cover headline about wolf. 	<p><i>Non Fiction: Recount in style of news article</i></p> <ol style="list-style-type: none"> Handwriting and spellings SATs Reading Paper 1 Warming up the text activities. (p95 red book) sp&l Internalising the model text - class map on washing line. SATs Reading Paper 2 Toolkit of model text.(p100) and short burst writing 	<ol style="list-style-type: none"> Handwriting and spellings Box up- what happened to Granny? Chn box up what happened to Granny. Shared writing and start to write their innovated story Shared writing and continue to write their innovated story Shared writing and finish writing their innovated story
Reading:	<p>Dear Greenpeace</p>  <p>Meerkat Mail</p>	Talk for Reading	<ol style="list-style-type: none"> Accelerated reader Prior knowledge to learn about Whales Look at the front cover of the book and make predictions Read the book, stop to make predictions throughout. 	<ol style="list-style-type: none"> Discuss key vocabulary. Discuss likes/dislikes connections and puzzles. Hot seat the main character Comprehension questions about the book. Model to them. 	<ol style="list-style-type: none"> Comprehension questions about the book. independent. Look at a page of the book and make a shared poem. Look at another page and brainstorm their idea for a poem. Write poems. Book review 	<ol style="list-style-type: none"> Prior knowledge about Meerkats. Look at front cover and make predictions and connections. Read the story. Predict what is happening. Discuss likes/dislikes connections and puzzles. 	<ol style="list-style-type: none"> Look at main character through the story - how is he feeling? Thought bubbles. Hot seating him in one of the places that he visits. Write a letter from Sunny to his family.

							
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
Handwriting:			Unit 21: Building on diagonal join to ascender: ck, al, el, at, il, ill	Unit 22: Building on diagonal join, no ascender: ui, ey, aw, ur, an, ip	Unit 23: Building on horizontal join to ascender: ok, ot, ob, ol	Unit 24: Building on horizontal join, no ascender: oi, oy, on, op, ov	Unit 25: Building on diagonal join to anticlockwise letters: ed, cc, eg, ic, ad, ug, dd, ag
Spellings:	Word Study		The // or /e/ sound spelt -al at the end of words	Common Exception Words	The /or/ sound spelt a before l and ll	Common Exception Words	No spellings this week.
Maths:	Multiplication and Division Measurement: Length and height	White Rose Maths	<ul style="list-style-type: none"> • Multiplication sentences Use arrays • Make equal groups - grouping • Make equal groups - sharing • The 2-times table • The 5 and 10 times table 	<ul style="list-style-type: none"> • End of block assessment • Measure in centimeters • Measure in metres • Compare length and height • Order lengths and heights 	<ul style="list-style-type: none"> • Four operations with length and height • End of block assessment • Compare mass • Measure in grams • NRICH Maths morning 	<ul style="list-style-type: none"> • Measure in kilograms • SATs paper 1 • Sats Paper 2 • Four operations with mass • Compare volume and capacity 	<ul style="list-style-type: none"> • Measure in millilitres • Measure in litres • Four operations with volume and capacity • Temperature • Sumdog assessment
History:	Communication Then and Now	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to	What were the earliest forms of writing?	Who was William Caxton and why is he a significant individual?	What were telegraphs and Morse code?	Who was Alexander Graham Bell and why is he a significant individual?	Who was Tim Berners-Lee and why is he a significant individual? How has the internet changed how people find out information?

		compare aspects of life in different periods.					
Geography:	N/A						
Science:	N/A						
Art and Design:	Printing <ul style="list-style-type: none"> Use thick and thin brushes. Mix primary colours to make secondary. Add white to colours to make tints and black to colours to make tones. Create colour wheels 	To take inspiration from the greats: Mondrian <ul style="list-style-type: none"> Describe the work of notable artists, artisans and designers. Use some of the ideas of artists studied to create pieces. Use repeating or overlapping shapes. Mimic print from the environment (e.g. wallpapers). Use objects to create prints (e.g. fruit, vegetables or sponges). Press, roll, rub and stamp to make prints. 	Colour hunt- Sort primary and non-primary colours <ul style="list-style-type: none"> Respond to ideas and starting points. Explore ideas and collect visual information. Explore different methods and materials as ideas develop. 	Mix primary colours to create secondary <ul style="list-style-type: none"> Explore ideas and collect visual information. Mix primary colours to make secondary. Add white to colours to make tints and black to colours to make tones. Create colour wheels Use thick and thin brushes. <ul style="list-style-type: none"> Mix primary colours to make secondary. Add white to colours to make tints and black to colours to make tones. Create colour wheels 	Introduce the artist Mondrian and record facts <ul style="list-style-type: none"> Describe the work of notable artists, artisans and designers. Use some of the ideas of artists studied to create pieces. 	Print work in style of Mondrian - practise <ul style="list-style-type: none"> Use repeating or overlapping shapes. Mimic print from the environment (e.g. wallpapers). Use objects to create prints (e.g. fruit, vegetables or sponges). Press, roll, rub and stamp to make prints. 	Print work in style of Mondrian <ul style="list-style-type: none"> Use repeating or overlapping shapes. Mimic print from the environment (e.g. wallpapers). Use objects to create prints (e.g. fruit, vegetables or sponges). Press, roll, rub and stamp to make prints.
D+T:	N/A						
Computing: Katie and Tex - Explore Autonomous Shopping	Programming	Directional language Algorithms Programming	<ul style="list-style-type: none"> Moving forward and making turns Half and quarter turns Right 90 and left 90 	<ul style="list-style-type: none"> Completing algorithms Command abbreviations From here to there 	<ul style="list-style-type: none"> Beebots 	<ul style="list-style-type: none"> Drawing shapes Repeat 	<ul style="list-style-type: none"> Katie and Tex - Explore Autonomous Shopping
Music:	Charanga	Recognising Different Sounds	Step 1 Helping Each Other (Part 1)	Step 2 Helping Each Other (Part 2)	Step 3 The Music Man (Part 1)	Step 4 The Music Man (Part 2)	Step 5/6 Assessment Checkpoint
Indoor PE:	Fitness	<ul style="list-style-type: none"> Physical: run, stamina, skip, co-ordination, agility, strength, 	I can learn how to run for a long time.	I can develop jumping in a long rope using timing.	I can develop coordination in individual skipping.	I can develop stamina and change of direction.	I can explore exercises to develop strength.

		<ul style="list-style-type: none"> balance • Social: encourage others, communication • Emotional: determination, perseverance • Thinking: comprehension, identify strengths and areas for improvement 					
Outdoor PE	Target Games	<ul style="list-style-type: none"> • Physical: roll, overarm throw, underarm throw, strike, dodge, jump, balance • Social: Congratulate, support others, cooperation, kindness • Emotional: Manage emotions and honesty • Thinking: identifying areas of strength, and areas of development, select and apply, comprehension and decision making 	To consider how much power to apply when aiming at a target.	To understand how to score using overarm and underarm throwing.	To develop striking to a target.	To develop hitting a moving target.	<p>To select and apply the appropriate skill to the target game.</p> <p>To show an improvement in my personal best.</p>

<p>PSHCE:</p>	<p>Living in the wider world</p> <p>Money and Work What money is; needs and wants; looking after money</p> <p>1st Aid lessons</p> <p>No Outsiders: Splash by Claire Cashmore</p>	<p>To recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos</p> <p>that information online might not always be true</p> <p>about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments</p> <p>how money can be kept and looked after</p> <p>about getting, keeping and spending money</p> <p>that people are paid money for the job they do</p> <p>how to recognise the difference between needs and wants</p> <p>how people make choices about spending money, including thinking about needs and wants</p>	<p>I can understand that some things online are real and some are just for fun and not everything I see online is true</p>	<p>I can recognise different types of money and ways to pay for things.</p>	<p>I can understand how people earn, save, and spend money</p>	<p>I can understand the difference between needs and wants when spending money</p>	<p>No Outsiders: Splash by Claire Cashmore</p>
<p>RE:</p>	<p>Human and Social Science</p> <p>Enquiry: How do Christians belong to their faith family?</p>	<p>How Christenings and baptisms show Christians belong to their faith families. How artifacts are used to show Christians belong to their faith families. The use of light and water in both infant and adult baptisms. Different symbols that show belonging. The church is a group of people and not just a building.</p>	<p>I can describe how it feels to belong</p>	<p>I can classify the meaning of symbols used in Christian baptism</p>	<p>I can create a symbol which represents belonging</p>	<p>I can design a Church which includes symbols of Christianity</p>	<p>I can compose an artwork to express how Christians belong to a faith family</p>