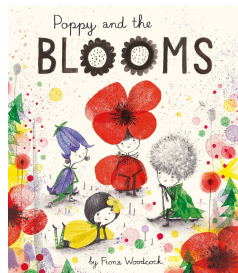
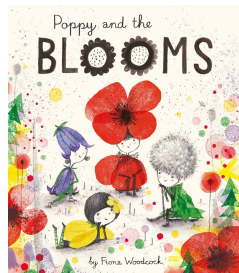


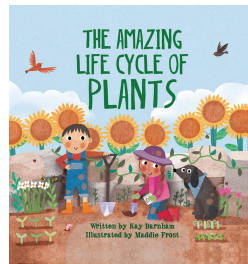
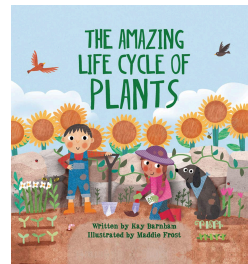



**Riverside Primary School
Medium-Term Curriculum Plan
2025 - 2026
Year 2**

**Term: Summer 1 2026
Theme: Plants**

	Unit	Skills	Week 1 13.04.26 (5 days)	Week 2 20.04.26 (5 days) 22.04.26 Chelmsford Museum	Week 3 27.04.26 (5 days)	Week 4 04.05.26 (4 days)	Week 5 11.05.26 (5 days)	Week 6 18.05.26 (4 days)
Wow Start:								
Writing:	<p>Fiction The Papaya That Spoke Journey Story</p> <p>Non-Fiction How do plants grow? Explanation Text</p>		<ol style="list-style-type: none"> Handwriting and spellings Hook - papaya, speech bubbles, farmer things. What could this be relating to? Read the story. Learn the story by using a text map. Box up - journey story Drama - hot seating. Ask questions/write down on a whiteboard. 	<ol style="list-style-type: none"> Handwriting and spellings Toolkit - speech marks, verbs, time conjunctions, question marks. Short burst writing - question marks and speech. (speech marks or speech bubbles). Plan innovation - box up. Change the papaya. Teacher model and write. 	<ol style="list-style-type: none"> Handwriting and spellings Teacher model and continue writing Teacher model and finish writing. Box up independent Write independent story (exciting writing) 	<ol style="list-style-type: none"> Handwriting and spellings Hook - plant a seed wrong and then right. Take pics of each stage to use in next lesson. Introduce model text - use pictures from previous lesson to help memorise the text. Create text map. Toolkit and short burst writing - time conjunctions. 	<ol style="list-style-type: none"> Handwriting and spellings Box up a new set of instructions e.g. a different plant. Teacher model and innovated writing Teacher model and continue with innovated writing Teacher model and finish innovated writing 	<ol style="list-style-type: none"> Independent box up Exciting Writing Edit and improve No lesson - NRICH morning
Class Reader:								
Talk for Reading:			<ol style="list-style-type: none"> Predict what the book might be about by looking at the front cover. SATs Practise Read the book up to where they are about to open the door, make predictions 	<ol style="list-style-type: none"> SATs Practise Read the whole book, make predictions throughout. Look back at predictions made in the last lesson. SATs Practise 	<ol style="list-style-type: none"> SATs Practise Key vocabulary SATs Practise Discuss likes/dislikes connections and puzzles 	<ol style="list-style-type: none"> SATs Practise Look at the two main characters in the story - role on the wall SATs Practise 	<ol style="list-style-type: none"> Writing in role - thought bubbles for the characters at different points in the story SATs Practise Summarise story in sentences - use models and sentence stems. SATs Practise 	<ol style="list-style-type: none"> SATs Practise Book review SATs Practise

			about what is behind the door. 4. SATs practise					
Handwriting:	Penpals		Unit 26: Building on horizontal join to anticlockwise letters: oc, og, od, va, vo	Unit 27: Introducing joins to s: as, es, is, os, ws, ns, ds, ls, ts, ks	Unit 28: Practising joining ed and ing	Unit 30: Capitals	Consolidation	No handwriting
Spellings:	Word Study		The /i:/ sound spelt –ey	The /b/ sound spelt a after w and qu	The /z:/ sound spelt or after w	The /s:/ sound spelt ar after w	The /z/ sound spelt s	No spellings
Maths:	Mass, Capacity, temperature. Fractions	See WRM	step 1 Compare mass Step 2 Measure in g Step 3 Measure in Kg Step 4 Four operations Step 5 Compare volume and capacity	Step 6 Measure in mm Step 7 Measure in litres Trip to Chelmsford Step 8 Four operations with volume and capacity Step 9 Temperature	Sumdog Step 1 introduce parts Step 2 equal and unequal parts Step 3 recognise a half Step 4 find a half	Mon - Bank Holiday Step 5 recognise a quarter Step 6 find a quarter Step 7 recognise a third Step 8 find a third	Step 9 find the whole Step 10 Unit fractions Step 11 Non-unit fractions Step 12 Recognise the equivalence of a half and two quarters Step 13 Recognise three-quarters	Step 14 Find three-quarters Step 15 Count in fractions up to a whole Sumdog NRICH maths Fri - INSET DAY
History:								

Geography:	Seas and Coasts	<ul style="list-style-type: none"> • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Use aerial images and plan perspectives to recognise landmarks and basic physical features. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Name and locate the world's continents and oceans. 	To locate and identify oceans and continents.	To find out about British beaches.	To find out about British seas.		To compare a British beach with one from another country.	To use compass points to move around a map.
Science:	Plants	Scientific Knowledge: <ul style="list-style-type: none"> • Children can 	I can identify what plants need to grow and	I can explore and describe the parts of a	I can describe the life cycle of a plant.	I can explain what happens when plants	I can investigate how different plants need	

		<p>suggest what they think a plant needs to grow and stay healthy.</p> <ul style="list-style-type: none"> • Children can dissect and observe a seed, explaining which parts will grow into a plant and which part is its food. • Children can order the life cycle of a plant and begin to explain what happens at each stage. • Children explain that plants need water, light and a suitable temperature to grow and stay healthy. • Children begin to explain what happens if a plant does not get everything it needs. • Children find out and describe how different plants need different amounts of water and light and different temperatures to grow and stay healthy. 	stay healthy.	seed.		do not have the conditions they need.	different conditions to grow.	
Art and Design:								
D+T:	Mechanisms		<p>I can explore and evaluate toys with wheels and axles.</p> <p>Knowledge focus:</p> <ul style="list-style-type: none"> • Explore and evaluate a range of products with wheels and axles 	<p>I can understand how wheels and axles work and the different between fixed and move axles.</p> <p>Knowledge focus:</p> <ul style="list-style-type: none"> • Distinguish between fixed and freely moving axles 	<p>I can generate ideas and design a moving toy with wheels and axles.</p> <p>Knowledge focus:</p> <ul style="list-style-type: none"> • Generate initial ideas using experiences • Develop and communicate 		<p>I can make a moving toy using wheels and axles.</p> <p>Knowledge focus:</p> <ul style="list-style-type: none"> • Select and use tools (cutting, joining, making holes) • Select materials based on their 	<p>I can evaluate a finished product against design criteria.</p> <p>Knowledge focus:</p> <ul style="list-style-type: none"> • Evaluate ideas and products against criteria • Reflect on what worked and what could

			<ul style="list-style-type: none"> Explore and use wheels, axles and axle holders Begin using technical vocabulary <p>Lesson overview:</p> <ul style="list-style-type: none"> Introduce a selection of wheeled toys (cars, trucks, pull toys). Children explore how they move (push, pull, roll). Teacher models key vocabulary: <i>wheel, axle, axle holder, chassis, rotate</i>. Simple investigation: What makes it move better? (smooth surface vs carpet). Record findings through discussion or simple sorting activity (e.g. "moves well / doesn't move well"). 	<ul style="list-style-type: none"> Explore and use wheels, axles and axle holders Use technical vocabulary <p>Lesson overview:</p> <ul style="list-style-type: none"> Demonstrate two models: <ul style="list-style-type: none"> Fixed axle (wheels spin) Rotating axle (axle spins with wheels) Children investigate simple pre-made models or teacher demos. Mini practical: try turning wheels and axles to see what moves. Discuss which works best and why. Quick diagram or label activity (can be picture-based for lower attainers). 	<p>ideas through drawings and mock-ups</p> <ul style="list-style-type: none"> Begin to create simple design criteria <p>Lesson overview:</p> <ul style="list-style-type: none"> Look at examples of simple moving toys (e.g. cars, animals on wheels). Agree simple design criteria as a class (e.g. <i>must move, must have 4 wheels, must be strong</i>). Children design their toy: <ul style="list-style-type: none"> Draw and label parts Identify materials (card, wood, plastic wheels etc.) Optional: quick mock-up using junk modelling. Encourage use of vocabulary from previous lessons. 		<ul style="list-style-type: none"> Apply understanding of wheels and axles <p>Lesson overview:</p> <ul style="list-style-type: none"> Safety input: using scissors, hole punch, dowel, etc. Children begin making: <ul style="list-style-type: none"> Create chassis (card base) Attach axle holders (e.g. straws) Insert axles and wheels Focus on getting movement working first before decorating. Teacher circulates to support problem-solving (e.g. wheels not turning). 	<ul style="list-style-type: none"> improve Use technical vocabulary <p>Lesson overview:</p> <ul style="list-style-type: none"> Children finish decorating their toys. Test phase: roll toys and observe performance. Evaluate using simple prompts: <ul style="list-style-type: none"> Does it move well? What worked? What would you change? Can include a fun "toy test track"! Record evaluation through sentence stems or discussion.
Computing:	Scratch	<p>All children should be able to:</p> <ul style="list-style-type: none"> Draw lines of different lengths using the fd command. Move blocks into the Scripts Area. Snap blocks together to combine commands. <p>...most children will be able to:</p> <ul style="list-style-type: none"> Turn the turtle using rt 90 and lt 90. Draw squares and rectangles. Create simple algorithms using a number of different blocks. 	L.O: I can explain that a sequence of commands has a start.	L.O: I can explain that a sequence of commands has an outcome.	L.O: I can create a program using a given design.	I can create an algorithm and use the green flag to start	L.O: I can create a program using my own design.	

		<ul style="list-style-type: none"> Use the repeat and green flag blocks to control algorithms. <p>...some children will be able to:</p> <ul style="list-style-type: none"> Write an algorithm for a shape. Use the repeat command. Combine a range of blocks to achieve a purpose. Use more than one sprite and combine algorithms. 						
Music	Charanga	Creative Composition (Be in the Band and Take you home)	Lesson 1 Pulse; Playing as an ensemble; singing. Be in the band lesson 1	Lesson 2 Lyric writing; Playing as an ensemble; Pulse; Singing Be in the band lesson 2	Lesson 3 Composing; Performing; Playing as an ensemble; Reading music; Rhythm; Singing Be in the band lesson 3	Lesson 4 Pulse; Playing as an ensemble; singing Take you home lesson 1	Lyric writing; Playing as an ensemble; Pulse; Singing Take you home lesson 2	Composing; Exploring Sounds; Playing in an Ensemble Take you home lesson 3
Indoor PE:	Athletics	<ul style="list-style-type: none"> Physical: run, jump for distance, jump for height, throw for distance, throw for accuracy, balance Social: communication, work safely, support others Emotional: determination, independence Thinking: comprehension, observe and provide feedback, explore ideas, select and apply skills 	I can run fast and develop sprinting.	I can develop jumping further.	I can develop jumping higher.	I can develop throwing for distance.	I can develop throwing for accuracy.	I can select and apply knowledge and technique in an athletics carousel.
Outdoor PE	Striking and Fielding	<ul style="list-style-type: none"> Physical: throwing and catching, tracking a ball, bowling, batting Social: communication, collaboration Emotional: honesty, acceptance, controlling emotions Thinking: select and apply, using 	I can move fast and track and collect a ball.	I can develop underarm throwing and catching to field a ball.	I can develop overarm throwing to limit a batter's score.	I can develop hitting for distance to score more points.	I am able to get a batter out.	I can understand the rules of the game and use these to play fairly.

		tactics, decision making						
PSHCE:	Physical health and Mental wellbeing	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	I can understand why sleep and rest are important for growing and keeping healthy.		I can know how medicines, including vaccinations, help people stay healthy and manage allergies.	I can learn the importance of brushing teeth, visiting the dentist, and how food and drink affect dental health.	I can describe and share a range of feelings and learn ways to feel good or change mood.	No Outsiders: How to be a Lion by Ed Vere
RE:	Human and Social Science How do Jewish people celebrate Passover?	<ul style="list-style-type: none"> Recognise that Passover (Pesach) is a Jewish festival. Identify ways in which Passover can have an impact on Jewish daily life and family. Identify evidence of religion and belief especially in the local area. 	Lesson 1 Ask questions about traditions, festivals and celebrations		Lesson 2 Sequence and illustrate the Jewish story of Passover	Lesson 3 Explain the symbolic significance of Jewish artefacts	Lesson 4 Examine and order the traditions of Haggadah	Lesson 5 Design an informative leaflet about the festival of Passover