
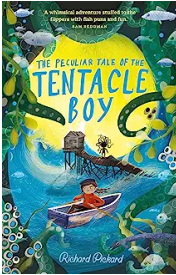
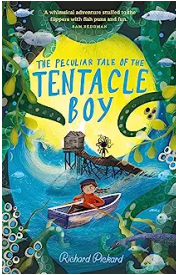
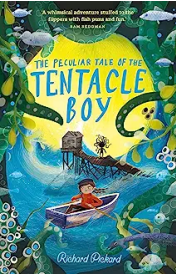
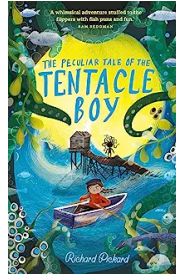
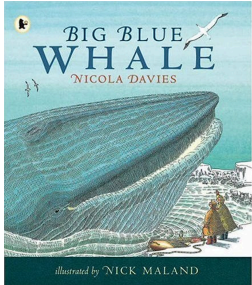

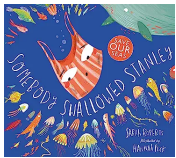
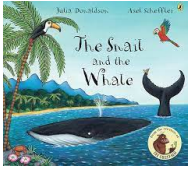


Riverside Primary School
Medium-Term Curriculum Plan
2025 - 2026
Year 2

Term: Summer 2 2026
Theme: The Journey of a Whale

	Unit	Skills	Week 1 1.5.26 (5 days) Marvellous Men Sale Oliver Twist Production	Week 2 8.6.26 (5 days) Mad Hatter's Tea Party Class photos SATs reading x2	Week 3 15.6.26 (5 days) Assessment Fortnight 1	Week 4 22.6.26 (5 days) Assessment Fortnight 2 Sports Day rehearsal Jump up Day SATs maths x2	Week 5 29.6.26 (5 days) Sports Day Year 6 Performance to school	Week 6 6.7.26 (5 days)	Week 7 13.7.26 (5 days) Sports Day reserve 1st Aid/PSHE Day? KS1 Summer Disco
Wow Start: Underwater Animal Sounds									
Writing:	Fiction Kassim and the Greedy Dragon Portal Story Focus: Suspense Non-Fiction Recount in the form of a diary		<ol style="list-style-type: none"> Handwriting and spellings Accelerated Reader Quiz 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 	<ol style="list-style-type: none"> Box up - portal story Toolkit and short burst writing (apostrophes) Box up new version Reading SATs x2 	<ol style="list-style-type: none"> Handwriting and spellings 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 Edit and improve 	<ol style="list-style-type: none"> Handwriting and spellings Box up independent story Exciting writing Edit and improve 	<ol style="list-style-type: none"> Handwriting and spellings Hook Warming up the text activities. (p95 red book) sp&l Internalising the model text - class map on washing line. Look at the model text - box up. 	<ol style="list-style-type: none"> Handwriting and spellings Box up Shared writing and start to write their innovated story Shared writing and continue to write their innovated text 	<ol style="list-style-type: none"> Shared writing and finish writing their innovated text Box up new diary entry Exciting writing Edit and improve
Class Reader:									
Talk for Reading:	Somebody Swallowed Stanley 		Somebody Swallowed Stanley 1. Look at the front cover and make predictions.	<ol style="list-style-type: none"> Vocabulary Hot seating. Comprehension questions. 	<ol style="list-style-type: none"> What is the text really about - use sentence stems Character emotions - how did the boy feel, when 	Snail and the Whale 1. Look at the front cover and make predictions.	<ol style="list-style-type: none"> Freeze framing Comprehension questions. Summarising. 	<ol style="list-style-type: none"> Sequence story Model write an explanation text - message in a bottle. Independent writing. 	Book reviews

	<p>Snail and the Whale</p> 		<p>2. Read the story and make predictions throughout</p> <p>3. Likes, dislikes, connections and puzzles.</p>	<p>4. Character emotions Feeling graph - how does Stanley feel as he goes on his journey?</p>	<p>he found the turtle?</p> <p>3. Model writing a postcard to explain how he saved the turtle.</p> <p>4. Independent writing a postcard.</p>	<p>2. Read the story</p> <p>3. Vocabulary</p> <p>4. Likes, dislikes, connections and puzzles.</p>	<p>4. Thought bubbles of what characters are thinking.</p>	<p>4. Role play receiving the letter.</p>	
Handwriting:	Common Exception Words		<p>door</p> <p>floor</p> <p>poor</p> <p>find</p> <p>kind</p> <p>mind</p> <p>behind</p> <p>wild</p> <p>climb</p> <p>child</p>		<p>because</p> <p>most</p> <p>only</p> <p>both</p> <p>old</p> <p>cold</p> <p>gold</p> <p>hold</p> <p>told</p> <p>Christmas</p>	<p>children</p> <p>beautiful</p> <p>every</p> <p>everybody</p> <p>even</p> <p>great</p> <p>break</p> <p>steak</p> <p>pretty</p> <p>Mr</p> <p>Mrs</p>	<p>after</p> <p>fast</p> <p>last</p> <p>past</p> <p>father</p> <p>class</p> <p>grass</p> <p>pass</p> <p>hour</p> <p>half</p> <p>money</p>	<p>plant</p> <p>path</p> <p>bath</p> <p>move</p> <p>prove</p> <p>improve</p> <p>sure</p> <p>sugar</p> <p>eye</p> <p>again</p> <p>parents</p>	<p>could</p> <p>should</p> <p>would</p> <p>who</p> <p>whole</p> <p>any</p> <p>many</p> <p>clothes</p> <p>busy</p> <p>people</p> <p>water</p>
Spellings:	Word Study		The /z/ sound spelt s		Homophones and near homophones	Words ending in -tion	Contractions	The possessive apostrophe (singular nouns)	
Maths:	<p>Time</p> <p>Statistics</p> <p>Position and Direction</p>	See WRM	<p>Time</p> <ul style="list-style-type: none"> • O'Clock and half past • Quarter past and quarter to • Tell the time past the hour • Tell the time to the hour • 1 lesson for SATS practise 	<p>Time</p> <ul style="list-style-type: none"> • Tell the time to 5 minutes • Minutes in an hour • Hours in a day • Consolidation • 1 lesson for SATS practise 	<p>Time</p> <ul style="list-style-type: none"> • SUMDOG <p>Statistics</p> <ul style="list-style-type: none"> • Make tally charts • Tables • Block diagrams • Draw pictograms (1-1) 	<p>Statistics</p> <ul style="list-style-type: none"> • Interpret pictograms (1-1) • Draw pictograms (2, 5 and 10) • Interpret pictograms (2, 5 and 10) • SATS: Arithmetic • SATS: Reasoning 	<p>Statistics</p> <ul style="list-style-type: none"> • Consolidation • SUMDOG <p>Position and Direction</p> <ul style="list-style-type: none"> • Language of position • Describe movement • Describe turns 	<p>Position and Direction</p> <ul style="list-style-type: none"> • Describe movement and turns • Shape patterns with turns • Consolidation • SUMDOG 	<ul style="list-style-type: none"> • Consolidation

Geography:	Map Makers	<p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> • Key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • Key human features, including: city, town, village, factory, farm, house, office and shop. <p>Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</p> <ul style="list-style-type: none"> • Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1). 	To be able to use compass points to navigate around a map.	To use aerial photographs and plan perspectives to recognise and create landmarks	Use simple fieldwork and observational skills to study the geography of their school and surroundings.	To devise a simple map and use and construct basic symbols in a key.	To design a map, referring to key human features.	To create a 3D map using their town designs.	
Science:									
Art and Design:	Sculpture	<ul style="list-style-type: none"> • Use a combination of shapes. • Include lines and texture. 	I can explore what sculptures are and begin to think like a sculptor.	I can develop ideas and plan a sculpture based on imagination or observation.	I can learn basic clay techniques: rolling, cutting, and joining.	I can develop skill in moulding and carving to add form and features.	I can create a sculpture using clay techniques.	I can evaluate, refine and complete a sculpture with paint.	

		<ul style="list-style-type: none"> Use rolled up paper, straws, paper, card and clay as materials. Use techniques such as rolling, cutting, moulding and carving 							
D+T:									
Computing:	Using the Internet		L.O: I can search the internet using one word. L.O: I can stay safe when using the internet.	L.O: I can search the internet to find results suitable for children. L.O: I can search for information safely online.	L.O: I can follow links to another web page. L.O: I can follow links safely online.	L.O: I can create content for an online blog. L.O: I can use a camera to take safe photos to use online.	L.O: I can create content for an online blog. L.O: I can use an online blog safely and respectfully.	L.O: I can post positive comments and responses on a blog.	
Music	Charanga	Our Big Concert	The Sunshine Song (Part 1)	The Sunshine Song (Part 2)	Four White Horses (Part 1)	Four White Horses (Part 2)	Down By The Bay		
Outdoor PE	Swimming 📄 Year 2 - Swimming Risk Assessment - Individual High Needs Children - 2026 📄 Year 2 registers								
PSHCE:	Health and Wellbeing Growing and changing Growing older; naming body parts; moving class or year Keeping safe Safety in different environments; risk and safety at home; emergencies No Outsiders: The Great Big Book of Families by Mary Hoffman and Ros Asquith	about the human life cycle and how people grow from young to old <ul style="list-style-type: none"> how our needs and bodies change as we grow up to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) about change as people grow up, including new opportunities and responsibilities preparing to move to a new class and setting goals for next year 	I can understand the human life cycle and how we change as we grow.	I can name parts of my body	I can talk about how people change and get new responsibilities as they grow up	I can get ready for my new class and think about what I want to get better at next year	I can spot when something might be unsafe and know how to keep myself safe at school, online, and outside	I can learn how to stay safe at home around electricity and fire	I can learn about medicines and creams and how they can change how we feel No Outsiders: The Great Big Book of Families by Mary Hoffman and Ros Asquith 1st Aid Lesson 1: 999 Lesson 2: Why 1st Aid is important Lesson 3: Keeping safe in the sun Lesson 4: Burns lesson

how to recognise risk in everyday situations, e.g. road, water and rail safety, Medicines

- how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about'

- to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from Danger

- how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products

- about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel

- how to respond if there is an accident and someone is hurt

- about whose job it is to keep us safe and how to

		get help in an emergency, including how to dial 999 and what to say							
RE:	Philosophy	Why do people have different views about the idea of God?	Illustrate and describe God based on personal beliefs.	Examine a range of religious beliefs about God.	Explain the different roles God plays in our lives.	Compare religious and non-religious ideas about how we should live.	Formulate a personal view regarding the idea of God.		