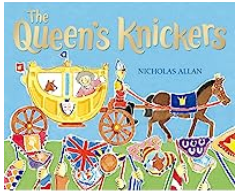
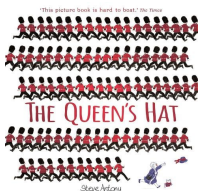
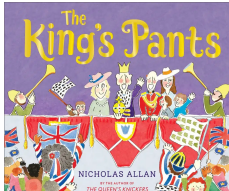
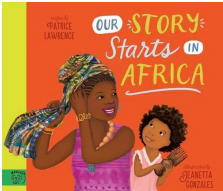


Riverside Primary School Medium-Term Curriculum Plan 2026 - 2027 Year 2										
Term: Autumn 1 2026 Theme: Famous Monarchs										
	Unit	Skills	Week 1 03.09.26 (2 days)	Week 2 07.09.26 (5 days)	Week 3 14.09.26 (5 days)	Week 4 21.09.26 (5 days)	Week 5 28.09.26 (5 days)	Week 6 05.10.26 (5 days)	Week 7 12.10.26 (5 days)	Week 8 19.10.26 (5 days)
Wow Start: Meet a Queen!										
Writing:	Fiction Jack and the Beanstalk Fantasy Focus: Opening and ending	• Capital letters • Full stops • Nouns • Adjectives • Time conjunctions • Imperative verbs	Writing about themselves E.g. family, friends, talents, clubs, what they are looking forward to in Year 2	1. Spellings Grammar - Capital Letters and Full Stops	1. Spellings Grammar - Nouns	1. Spellings Grammar - Adjectives	1. Spellings Grammar - Capital Letters and Full Stops	1. Spellings Grammar - Time Conjunctions	1. Spellings Grammar - Imperative Verbs	1. Spellings Grammar - Capital Letters and Full Stops
	Non-Fiction How to Defeat a Giant Instructions			2. Hook	2. Toolkit Box up innovation - changing the ending	2. Model write and write story	2. Hook - mock up of local newspaper Giant sighting. Keys etc. Giant letter Introduce text type and sequencing activity.	2. Boxing up	2. Write instructions	2. Boxing up an independent version. E.g how to look after a mythical creature.
Phonics:	Floppy's Phonics			3. Learn the story by using a text map.	3. Model write and write story	3. Box up independent story	3. Role play - judge on x factor - critique a poor act and give instructions on how to do it better.	3. Toolkit Short burst writing - create a mythical creature and describe it.	3. Write instructions.	3. Write independent instructions.
				4. Box up - fantasy story	4. Model write and write story	4. Write independent story	4. Introduce model text - How to trap a stone giant. Create text map.	4. Box up - change to how to trap a water goblin.	4. Write instructions.	4. Edit and improve work
				5. Accelerated Reader	5. Model write and write story	5. Edit and improve - teach how to do this	5. Retelling the text in groups/pairs etc.	5. Write instructions.	5. Edit and improve.	5. Sumdog assessment
				/ai/ ai -ay eigh -ey a a-e -ae -ea	/igh/ -igh i -y -ie i-e	/s/ s -ss -se -ce c(e) c(i) c(y) sc -st-	/j/ j g(e) g(i) g(y) -ge -dge	/yoo/ -ue u ew u-e eu	/oi/ oi oy	/ur/ ur ir er ear (w)or
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Class Reader:								Repeat reading the children's favourite book.	Repeat reading the children's favourite book.	
Grammar and Punctuation:				Capital letters and full stops	Nouns	Adjectives	Capital letters and full stops	Time conjunctions	Imperative verbs	
Handwriting:				Practising diagonal join to ascender: th, ch	Practising diagonal join, no ascender: ai, ey	Practising diagonal join, no ascender: ir, er	Practising horizontal join to ascender: wh, oh	Practising horizontal join, no ascender: ow, ou	Introducing diagonal join to e: ie, ue	Introducing horizontal join to e: oe, ve
Spellings:	Word Study			The /d_3/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y	The /s/ sound spelt c before e, i and y	The /n/ sound spelt kn and (less often) gn at the beginning of words	The /a_ɪ/ sound spelt –y at the end of words	Adding –ed to a root word ending in –y with a consonant before it.	Adding –ing to a root word ending in –y with a consonant before it.	
Maths:	Block 1: Place Value Block 2: Addition and Subtraction	See WRM	Place Value - Expectations and layout - Numbers to 20	Place Value - Count objects to 100 by making 10s - Recognise 10s and 1s - Make a place value chart - Partition numbers to 100 - Write numbers to 100 in words	Place Value - Flexibly partition numbers to 100 - write numbers to 100 in expanded form 10s on the number line to 100 10s and 1s on the number line to 100 - Estimate numbers on a number line	Place Value - Compare objects - Compare numbers - Order objects and numbers - Count in 2s, 5s and 10s - Count in 3s	Place Value - Consolidation lesson - SUMDOG quiz - NRICH Lesson Addition and Subtraction - Bond to 10 - Fact families - addition and subtraction bonds within 20	Addition and Subtraction - Related facts - Bonds to 100 (tens) - Add and subtract 1s - Add by making 10 - Add three 1-digit numbers	Addition and Subtraction - Add to the next 10 - Add across a 10 - Subtract across a 10 - Subtract from a 10 - Subtract a 1-digit number from a 2-digit number (across a 10)	Addition and Subtraction 10 more, 10 less - Add and subtract 10s - Add two 2-digit number (not across 10) - Add two 2-digit number (across 10) - Subtract two 2-digit numbers (not across 10)
History:	Famous Queens	The lives of significant individuals in the past who have contributed to national and international achievements. Some	How can we find out about the past?	Why did monarchs build castles?	Who were the kings and queens of the past? Queen Elizabeth II	Who was Queen Victoria, and where did she live?	Who was the first Queen Elizabeth?	Why do we remember King William I?	Final response: Where did kings and queens live through time?	Black History Week Floella Benjamin

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Computing:	Digital Foundations 2 Katie and Tex - Explore Robotics and AI	• identify a range of technology used in the wider world; • learn about health and safety requirements related to digital devices; • name and know the function of common parts of digital devices; • learn how to use a computer mouse or trackpad, including functions of the left and right buttons; • learn to recognise the main keys on a computer keyboard; • recognise and use common icons found on digital devices; • navigate a simple operating system; • become familiar with common icons used in a digital art program; • create, save and open digital work; • explore online safety concepts such as personal information, trusted adults, safe passwords, content ownership and digital citizenship.		L.O: I can recognise how technology is used in our everyday lives. L.O: I know how to use technology responsibly.	L.O: I know what a digital device is. L.O: I can recognise common features of digital devices.	L.O: I can use a computer mouse or trackpad.	L.O: I can use a computer keyboard to input letters, numbers and symbols.	L.O: I can recognise common icons used in computing. L.O: I can begin to navigate an operating system on a digital device.	L.O: I can use a simple program to create, save and retrieve information on a digital device.	
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Music:	Charanga - Pulse, Rhythm and Pitch	- Singing and listening are at the heart of each lesson. - Play, improvise and compose using a selection of these notes: C, D, E, F, G, A.		Lesson 1 Music Is In My Soul (Part 1)	Lesson 2 Music Is In My Soul (Part 2)	Lesson 3 Hey Friends (Part 1)	Lesson 4 Hey Friends (Part 2)	Lesson 5 Hello	Lesson 6 Assessment Checkpoint	
Indoor PE:	Fundamentals	- I am beginning to provide feedback using keywords - I am beginning to turn and jump in an individual skipping rope - I can describe how my body feels during exercise - I can show balance when changing direction - I can show hopping, skipping and jumping movements with some balance and control - I can work cooperatively with a partner and a small group - I show balance and coordination when running at different speeds		L.O: To explore how the body moves differently when running at different speeds	L.O: To develop changing direction and dodging	L.O: To develop balance, stability and landing safely	L.O: To develop and explore jumping, hopping and skipping actions	L.O: To develop coordination and combining jumps	L.O: To develop combination jumping and skipping in an individual rope	
Outdoor PE	Ball Skills	- I am beginning to provide feedback using keywords - I am beginning to understand and use simple tactics - I can dribble a ball with my hands and feet with some		L.O: To be able to roll a ball to hit a target	L.O: To develop co-ordination and be able to stop a rolling ball	L.O: To develop technique and control when dribbling a ball with your feet	L.O: To develop control and technique when kicking a ball	L.O: To develop co-ordination and technique when throwing and catching	L.O: To develop control and co-ordination when dribbling a ball with your hands	

		control • I can roll and throw a ball to hit a target • I can send and receive a ball using both kicking and throwing and catching skills • I can track a ball and collect it • I can work cooperatively with a partner and a small group								
PSHCE:	Mental Health and wellbeing	• Recognising a wide range of feelings and identifying their intensity. • Practicing simple, actionable strategies to manage difficult emotions. Navigating change, personal loss, and bereavement.		No Outsiders: Amazing by Steve Antony	I can notice and name feelings	I can learn about different kinds of distraction	I can learn about different ways of changing thoughts and feelings	I can learn how to manage unhelpful thoughts	I can learn about ways of managing reactions and responses.	I can learn about different kinds of change and how change can affect people.

RE:	Theology	Why is light an important symbol for Christians, Jews and Hindus? Retell at least one narrative where light is an important symbol. Recognise that the narratives used by Christians, Hindus and Jews reflect their key beliefs. Give an example of how Christians, Hindu and Jews and beliefs (and the symbolism of light) to guide their daily lives.		L.O: I can identify different light sources and discuss how they affect the senses.	L.O: I can examine what different sources of light mean to Christians.	L.O: I can compare beliefs of different faiths regarding light.	L.O: I can investigate Hindu beliefs about light.	L.O: I can assess similarities and differences in beliefs.		
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