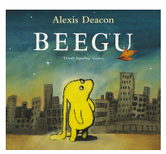
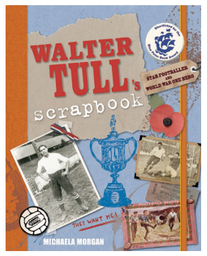
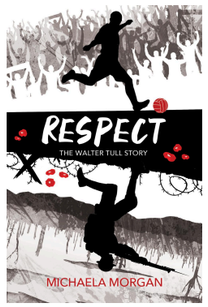
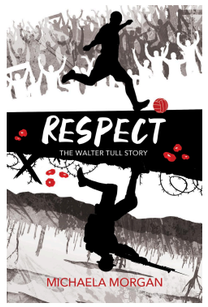
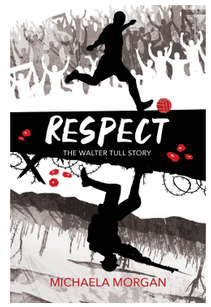
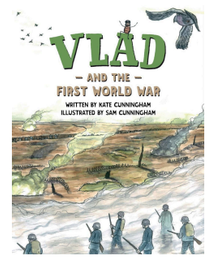
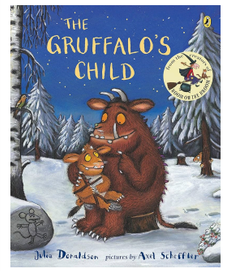
Riverside Primary School
Medium-Term Curriculum Plan
2026 - 2027
Year 2

Term: Autumn 2 2026
Theme: Walter Tull

	Unit	Skills	Week 1 02.11.26 (5 days)	Week 2 9.11.26 (5 days) KS1 Cross Country Event Children in Need	Week 3 16.11.26 (4 days) Anti-Bullying Week: Aesop's Theatre Performance	Week 4 23.11.26 (4 days) Christmas mobiles	Week 5 39.11.26 (5 days) 04.11.25 9:30 - Watch Yr1 Nativity	Week 6 07.12.26 (5 days) 1:30 - Perform Nativity to Yr1 8.12.26 Santa fun run 2.45?	Week 7 14.12.26 (5 days) 14.12.25 Nativity to parents Christmas dinner/jumper day
Wow Start: Walter Tull Artefacts									
Writing:	**Non-Fiction** The Hullbridge Werewolf Information Report **Fiction** Peter and The Wolf Journey Story Focus: Character and sentence structure		1. Accelerated Reader 2. Purpose of the text 3. Discuss model text 4. Text map 5. Learn text	1. Box up 2. Read like an information writer 3. Noun phrases and commas 4. Present tense and conjunctions 5. Suffixes and compound words	1. Innovation box up 2. Shared writing 3. Shared writing 4. Edit and improve	1. SATs 2. SATs 3. Independent box up 4. Independent writing	1. Independent writing 2. Edit and improve 3. Story map 4. Learn the story 5. Box up	1. Toolkit 2. Box up 3. Shared writing 4. Shared writing 5. Shared writing	1. Edit and improve 2. Independent box up 3. Exciting writing
Reading:	**The Building Boy**  **Beegu**  		Look at the front cover and make predictions. Read the story. Vocabulary. Likes, dislikes, connections and puzzles.	Comprehension questions - retrieval. What is the text really about? Heart of the text - use sentence stems. Hot seating the boy - asking questions for him to answer. Table of descriptions - describe boy and Grandma.	Character emotions - how might he be feeling and how do we know-evidence. Create a feelings graph. Question marks - questions the boy may ask his Grandma? Look at a page of the book and brainstorm keywords and phrases. Work as a class to put this into a shared poem.	Display pic of alien and discuss key questions. - revisit ? marks Look at front cover - make predictions.	Read story - stop to make predictions as we read through. Likes/dislikes/ connections and puzzles. Reading comp-retrieval questions.	Inferences - how would Beegu be feeling?How do we know? Annotate image from text. Hotseating as Beegu. Exploratory responses to an image - use sentence stems.	Reading comprehension skills for a written text/written questions Vocabulary Inference Prediction skills

					Show a new page from the book and come up with some new keywords and phrases. Chn to write their own poem.				
Class Reader:									Repeat children's favourite books.
Grammar and Punctuation:			• (Y1/Y2 - secure) Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. • (Y2 - revisit) Co-ordination (using or, and, but). • (Y2 - revisit) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]. • (Y2) Subordination (using when, if, that, because). • (Y2) Correct choice and consistent use of present tense and past tense throughout writing. • (Y2 terminology for pupils) tense (past, present). Revisit verb.			• (Y2 - revisit/apply) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]. • (Y2 - revisit/apply) Subordination (using when, if, that, because) and co-ordination (using or, and, but). • (Y2 - revisit/apply) Correct choice and consistent use of present tense and past tense throughout writing, with a focus on present tense. • (Y2 - revisit) Commas to separate items in a list. • (Y2) Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]. • (Y2 terminology for pupils) compound; suffix. Revisit noun.			
Handwriting:			Unit 8: Introducing ee	Unit 9: Practising diagonal join, no ascender: le	Unit 10: Writing numbers 1-100	Unit 11: Introducing diagonal join to anticlockwise letters: ea	Unit 12: Practising diagonal join to anticlockwise letters: igh	Unit 13: Practising diagonal join to anticlockwise letters: dg, ng	Unit 14: Introducing horizontal join to anticlockwise letters: oo, oa
Spellings:	**Spelling Shed**		Words where 'wr' makes a /r/ sound at the beginning of words.	Words ending in 'le'.	Words ending in 'el'.	Words ending in 'al'.	Words ending in 'il'.	Challenge words.	
Maths:	**Block 1: Addition and Subtraction** **Block 2: Shape**	**See WRM**	**Addition and Subtraction** - Subtract two 2-digit numbers (across a 10) (step 18) -Solve mixed addition and subtraction (step 19) -Compare number sentences (step 20) -Solve missing number problems (step 21) practical	Assessment **Shape** -Recognise 2-D and 3-D shapes - Recognise shapes(step 1) - Count sides on 2-D shapes(step 2) -	**Shape** --Count vertices on 2-D shapes (step 3) -Draw 2-D shapes (step 4) - Lines of symmetry (step 5)	- Use lines of symmetry to complete shapes (step 6) - Sort 2d shapes (step 7) - count faces on 3d shapes (step 8)	- count Edges on 3d shapes (step 9) - count Vertices on 3d shapes (step 10) 1. SATS 1 2. SATS 2	**Shape** Monday Dress rehearsal -Sort 3d shoes (step 11) - make patterns with 2d and 3d shapes (step 12) **Money** - Count money - pence (step 1)	Nativity - Count money - pounds (notes and coins) (step 2) **NRICH** 2x Christmas maths

History:	**Walter Tull**	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods	1. Who was Walter Tull and when did he live?	2. Did Walter have a happy or terrible childhood?	3. Using historical sources, can we spot the differences between Walter's life and the lives of footballers today?	**Christmas mobiles**	4. What was it like for Walter when he played football at a match in Bristol?	5. How did Walter help our country during WWI?	6. What is special about Walter Tull and Nicola Adams?
Geography:									
Science:	**Living things and their Habitats**	**Pupils should be taught to:** ● Explore and compare the differences between things that are living, dead, and things that have never been alive. ● Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. ● Identify and name a variety of plants and animals in their habitats, including microhabitats. ● Describe how animals obtain	I can explore and describe the differences between things that are living, dead and have never been alive. I can identify what a habitat is and what living things need to survive.		I can identify and describe microhabitats and the minibeasts that live there I can explore how animals and plants depend on each other.		I can compare animals and plants in different habitats I can construct a simple food chain and explain what each part needs.		

		their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.							
Art and Design:	**Linked with computing**	**Digital Art (Computing)** ● Use a wide range of tools to create different textures, lines, tones, colours and shapes.							
D+T:	**Food** ● **Preparing fruit and vegetables**	**Food** - **Preparing fruit and vegetables** - Christmas cooking **Designing** ● Design appealing products for a particular user based on simple design criteria. ● Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. ● Communicate these ideas through talk and drawings.		**Evaluating** ● Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences. ● Taste test and choose what to use in their design		**Designing** ● Design appealing products for a particular user based on simple design criteria. ● Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. ● Communicate these ideas through talk and drawings.		**Making** ● Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. ● Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product. **Evaluating** ● Evaluate ideas and finished products against design criteria, including intended user and purpose.	

		Making ● Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. ● Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product. ● **Evaluating** ● Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences. ● Evaluate ideas and finished products against design criteria, including intended user and purpose. **Technical knowledge and understanding** ● Understand where a range of fruit and							

		vegetables come from e.g. farmed or grown at home. ● Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The eatwell plate. ● Know and use technical and sensory vocabulary relevant to the project.							
Computing:	Computer Systems and Networks 2	Computer Systems and Networks 2 Computer Sy… x5 steps			I can use a simple program to create, save and retrieve information on a digital device. I can use a simple program to create, save and retrieve information on a digital device.		I can understand what a digital device is and recognise the key parts of some digital devices. I can understand what the internet is and name some of its uses I can understand what might go wrong when using the Internet and who can help us.		
Music:									
Indoor PE:	**Dance:** ● Secret Garden ● Jack Frost	Physical: actions, space, relationships Social: respect,collaboration, work safely, communication	**Secret Garden:** To remember, repeat and link actions to tell the story of my dance	KS1 Cross Country Event?	**Secret Garden:** To develop an understanding of dynamics and how they can show an idea	**Secret Garden:** To use counts of 8 to stay in time with the music	**Jack Frost:** To copy, repeat and create movements in response to a theme	**Jack Frost:** To create and perform using unison, mirroring and matching with a partner	**Jack Frost:** To remember and repeat actions and dance as a group

		Emotional: independence, confidence, perseverance, determination Thinking: provide feedback, comprehension, reflection, observation, creativity							
Outdoor PE	**Net and Wall**	• Physical: throwing, catching, racket skills, ready position, hitting a ball • Social: support, co-operation, respect, communication • Emotional: perseverance, honesty • Thinking: decision making, reflection, comprehension, selecting and applying	To use the ready position to defend space on court	KS1 Cross Country Event	To develop returning a ball with hands	To play against a partner	To develop racket skills and use them to return a ball	To develop returning a ball using a racket	To play against an opponent using a racket

PSHCE:	**Keeping safe online** **No Outsiders: What the Jackdaw Saw** by Julia Donaldson and Nick Sharratt	• Recognising how online content can impact emotions. • Making safe decisions about what to watch or share. • Protecting personal information from being shared online.	**No Outsiders: What the Jackdaw Saw** by Julia Donaldson and Nick Sharratt		**Anti-bullying week:** Aesop's Theatre company: The not So Ugly Duckling			I can recognise how what I see online can make me feel I can make safe decisions about to watch or share I can protect personal information being shared online.	
RE:	**Nativity**								