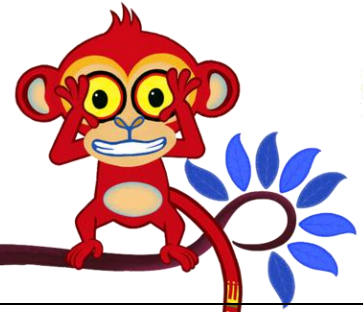


# Year 2 Medium Term Planning

Autumn Term 2 2025



## Our topic is... Tinga Tinga

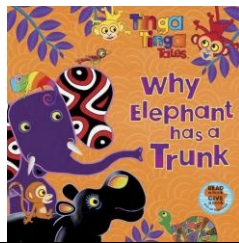
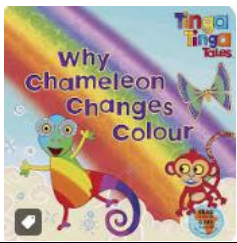
**WOW** days and special events:

**Nature school** for Grasshoppers and Dragonflies (5.11.25)

Meeting Mr Spokes' pet tortoise week beginning 10.11.25


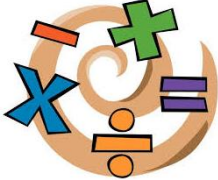
**Friendship week** and Children in Need: the theme is kindness and acts of kindness that we can all do. This will link with our school value of 'Being Kind'

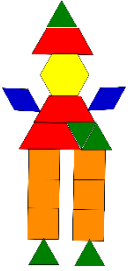



**Key Texts:**



English	<p><b>Reading</b></p>	<ul style="list-style-type: none"> <li>• Find recurring language in a poem</li> <li>• Pick out favourite phrases</li> <li>• Retrieve details about events in fiction</li> <li>• Draw on what they already know and new vocabulary provided by the teacher identify vocabulary which infers additional information <i>E.g. navy = dark blue</i> (LP)</li> <li>• Know that different types of mistakes can be made when reading</li> <li>• Know that when reading, a common mistake is to leave out words.</li> <li>• Identify where the word was missed out when re-reading (either child or adults re-reading)</li> <li>• Know that authors use font size/style to change the way you read.</li> </ul>
	<p><b>Writing</b></p>	<ul style="list-style-type: none"> <li>• Say aloud what they are going to write about</li> <li>• Compose and rehearse a sentence orally</li> <li>• Read aloud our writing clearly enough to be heard by our peers and teacher</li> <li>• use expanded noun phrases for description and specification.</li> <li>• know that a conjunction is a word that joins clauses together and that these can be co-ordinating.</li> <li>• To understand the audience and purpose for their writing.</li> <li>• To plan to use key words and new vocabulary in writing.</li> <li>• Plan what we are going to write about using a simple given planning tool.</li> <li>• To write sentences using 'but', 'so', 'or' to join clauses.</li> <li>• use the word 'and' before the last item in a list.</li> <li>• To understand that commas are used to separate adjectives in a noun phrase.</li> <li>• To use two adjectives to describe a noun.</li> <li>• To write narratives about personal experiences and those of others (real and fictional).</li> <li>• read aloud their writing, pausing at punctuation, as a way to check that our writing is clear.</li> <li>• To know -ly turn adjectives in to adverbs for description</li> </ul>

		<ul style="list-style-type: none"> <li>• To identify how the grammatical pattern in a sentence indicates its function as a statement</li> <li>• To know that statements express a fact, idea or opinion.</li> <li>• write statements and use a full stop correctly at the end.</li> <li>• To use adjectives to specify.</li> <li>• Handwriting is taught using the Kinetic Letters scheme:</li> <li>• Form lower-case letters of the correct size relative to one another</li> <li>• write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>• use spacing between words that reflects the size of the letters</li> </ul>
	<p><b>Spelling</b></p>	<p>Learn new ways of spelling phonemes for which one of more spellings are already known, and learn some words with each spelling, including a few common homophones</p> <p><b>Common exception words taught this term:</b>  great, break, steak, find, kind, pretty, beautiful, busy, people, water,  Mr, Mrs, again, could, should, would, because, Christmas, every, everybody, both, most,  only,</p>

<h1 style="text-align: center;">Phonics</h1> 	<p>Children work in groups matched to their current stage of learning in phonics</p>	
	<p><b>Basics 3</b></p> <ul style="list-style-type: none"> <li>• Recognise the spellings for the sound with Sam</li> <li>• Segment and build with Seb and Bill</li> <li>• Read and blend with Rex and Ben</li> <li>• Write with Ron</li> <li>• Hear up to 3 sounds in words</li> <li>• Recognise spellings</li> <li>• Read and write simple and complex CVC words with the 44 spellings for sounds</li> <li>• Read decodable texts with Basics 2 and 3 spellings</li> </ul> <p>Make phonetically plausible attempts in their early stages of spelling in their writing journey</p>	<p><b>Basics 4</b></p> <ul style="list-style-type: none"> <li>• Hear more than 3 sounds in a word</li> <li>• Continue to embed their mastery of Basics 2 and 3 spellings for sounds in words and progress to 4, 5 and 6 sounds in a word</li> <li>• Hear tricky adjacent consonants that are challenging to hear in words of more than 3 sounds, with the help of Magic Mack and Jazzy Jack</li> <li>• Learn tricky words with Tess</li> <li>• Read nonsense words with Nan</li> <li>• Read and write CVC, CVCC, CCVC, CCVCC, CCCVC words with the 44 spellings for sounds</li> <li>• Read decodable texts with Basics 2 and 3 spellings with adjacent consonants</li> <li>• Make phonetically plausible attempts in their early stages of spelling in their evolving writing journey</li> </ul>
<p><b>Choose to Use</b></p> <ul style="list-style-type: none"> <li>• Recognise the spellings for the sound with Sam</li> <li>• Know that there are more than one spelling for a sound they can hear in a word <i>Sounds the same but looks different</i></li> <li>• Learn the Choose to Use spelling rules with Choose to Use Suze</li> <li>• Read decodable texts with the Basics and Higher Levels spellings including adjacent consonants</li> </ul>	<p><b>Switch It</b></p> <ul style="list-style-type: none"> <li>• Recognise the spellings for the sound with Sam</li> <li>• Switch spellings and sounds for alternative pronunciations – <i>Looks the same but sounds different</i></li> <li>• Read decodable texts with the Basics and Higher Levels spellings including adjacent consonants</li> <li>• Make more accurate attempts in their further stages of spelling in their writing journey</li> </ul>	
<h1 style="text-align: center;">Mathematics</h1> 	<p><b>Mass</b></p> <ul style="list-style-type: none"> <li>• Compare mass</li> <li>• Measure mass in grams and kilograms</li> <li>• Solve problems with mass</li> </ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>• Recognise equal parts</li> <li>• Recognise a half</li> <li>• Find a half</li> </ul> <p><b>Place Value</b></p> <ul style="list-style-type: none"> <li>• To use a number line to represent and estimate numbers to 100</li> <li>• To compare and order numbers</li> <li>• To count in 2s, 3s, 5s and 10s.</li> </ul> <p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>• To add a 1 digit and a 2 digit number, crossing 10</li> <li>• To subtract from 2-digit numbers less than 20, crossing 10</li> <li>• To subtract a 1-digit number from any multiple of 10 within 100</li> <li>• To subtract a 1-digit number from any 2-digit number with exchanging</li> <li>• To work out 10 more and 10 less than any number within 100</li> </ul>	





	<ul style="list-style-type: none"> <li>To add and subtract multiples of 10 to numbers within 100</li> <li>To add two 2-digit numbers in different representations, without exchanging</li> <li>To add two 2-digit numbers by adding ones and tens, with exchange</li> <li>To subtract a 2-digit number from a 2-digit number in different representations, without exchanging</li> <li>To subtract a 2-digit number from a 2-digit number by subtracting ones and tens, with exchange</li> </ul> <p><b>Shape</b></p> <ul style="list-style-type: none"> <li>To identify specific 2-D and 3-D shapes</li> <li>To describe a 2-D shape by giving the number of its sides</li> <li>To describe a shape by giving the number of its vertices</li> <li>To draw a 2-D shape on to a square grid</li> </ul>
<p><b>Science</b></p> 	<p>As a scientist, I know that</p> <ul style="list-style-type: none"> <li>Things are either living (tree), dead (leaf from tree) or have never been alive (rock)</li> <li>A microhabitat is a very small habitat and can be under a log, a pile of leaves, a stony path or under a bush etc.</li> <li>Animals need water, air, food, shelter to survive.</li> <li>Animals and plants depend on each other to survive</li> </ul> <p>As a scientist, I can</p> <ul style="list-style-type: none"> <li>Sort objects into groups – living, dead, never alive</li> <li>Identify and name a variety of plants and animals in their habitats including microhabitats</li> </ul>
<p><b>Geography</b></p> 	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as other countries, continents and oceans.</p> <p>Name and locate the world's seven continents and five oceans.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country (e.g., Kenya).</p>
<p><b>Computing</b></p> 	<p><b>Digital photography</b></p> <p>Using the iPads to take photographs.</p> <p>Deciding if photos should be taken in portrait or landscape format.</p> <p>Knowing what makes photograph a good image.</p> <p>Explore the effect good lighting has on photos.</p> <p>Simply explore how a photo can be changed and begin to use effects tools.</p> <p>Know that images can be changed and begin to recognise those that are real or have been changed.</p>
<p><b>Music</b></p>	<p>Listen and appraise a range of song</p> <p>Find the pulse</p> <p>Understand that songs have a musical style <i>E.g., rap (spoken word)</i></p> <p>Recognise and name some instruments <i>E.g., singers, keyboard, bass, guitar, percussion, trumpets and saxophones</i></p>



Pitch – high and low sounds

Copy and clap rhythms

Perform and share the song Ho! Ho! Ho!

<p><b>P.S.H.E.</b></p> 	<p><b>Celebrating Difference</b>  Accept that everyone is different <i>Boys and Girls</i>  Include others when working and playing  Know how to help if someone is being bullied  Try to solve problems  Try to use kind words  Know how to give and receive compliments</p> <p>Africa topic – comparing day to day life with those from another culture.  Learning to appreciate diversity.  Discussing the rights of children in this country and comparing these to what children receive in parts of Africa. (British Values link)</p>
<p><b>Art</b></p> 	<p>Artist study: Edward Tinga Tinga  Develop a wide range of art techniques using; pattern, texture, line, shape and space  Use drawing and painting to develop and share their ideas, experiences and imagination  Create Tinga Tinga and African inspired art.</p>
<p><b>Religious Education</b></p> 	<p><b>Christianity</b>  Key question: Why do Christians believe God gave Jesus to the world?  We are learning to reflect on the Christmas story and the reasons for Jesus' birth.  We will be incorporating the <b>British Values</b> of mutual respect and tolerance of those of different faiths and beliefs.</p>
<p><b>P.E.</b></p> 	<p><b>Fitness</b>  Explore agility, balance, co-ordination, speed and stamina  Working independently and with others  Develop perseverance and show determination to work for longer periods of time</p> <p><b>Ball skills</b>  Develop fundamental ball skills such as throwing, catching, rolling, hitting a target, dribbling with both hands and feet and kicking.  Perform these skills with increasing control and accuracy using co-ordination and balance</p>