












Year 2 – Medium Term Plan – Summer 1 2026

Subject		Key learning
English		<p>Poetry Key text: The Puffin Book of Fantastic First Poems Children will work on using similes and metaphors to create a poem about a person who is significant to them. Children will then write their own version of a contrasting poem based on 'Hamster! Hamster!' By Joseph Coelho using adjectives to describe, similes/metaphors and conjunctions to extend ideas.</p> <p>Narrative Key text: The Lost Homework by Richard O'Neill Children will write their own narrative based on an event that they have experienced. They will plan their own character and write a story in the past tense. Children will be taught to use apostrophes for possession and contraction, use past tense verbs, use subordinating conjunctions, plan write and edit a narrative text.</p> <p>Instructions Key text: How to Wash a Woolly Mammoth Children will be taught to identify the features of instruction texts. They will write their own set of instructions about an animal of their choice, based on How to Wash a Woolly Mammoth. They will use commands, sequence instructions, use specific vocabulary, use commas in a list and use imperative verbs.</p>
Phonics		<p>Little Wandle Spelling - Learning about alternative spelling rules for specific sounds, homophones and how to add suffixes to words.</p>
Maths		<p>Multiplication and division – using sharing circles to divide, division with remainders, sharing and grouping, solving multiplication and division problems.</p> <p>Fractions – finding halves, quarters, thirds and three quarters of shapes and amounts, finding equivalent fractions.</p>
Science		<p>Plants Classify seeds and bulbs, do the biggest plants come from the biggest seeds?, growing hydroponics, growing cress, comparative tests – growing beans in cupboard vs with light, comparative tests – growing cress in the fridge</p>

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<p>History</p>		<p>The Great Fire of London London – past and present, life in the 17th Century, the events of The Great Fire of London, how do we know about The Great Fire of London? What happened after The Great Fire of London? Using and analysing sources of information, putting events on a timeline focusing on chronological order, looking at differences and similarities between past and present.</p>
<p>Art and Design</p>		<p>Stick transformation project – Children will transform sticks to make either worry dolls, a tree house or masks out of sticks. In each of the activities they will continue developing dexterity skills such as cutting with simple tools and fastening materials together. They will be introduced to artists or source material which will inspire and inform their idea generation. Children will respond to stimulus and will generate ideas in sketchbooks. They will test ideas alongside this to transform a variety of objects showing a consideration for form and colour.</p> <ul style="list-style-type: none"> ●to use a range of materials creatively to design and make products ●to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ●to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ●to know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
<p>Computing</p>		<p>Keyboard Skills Learning to type, learning touch typing skills E-Safety How do we keep ourselves safe online? What information should we share online?</p>
<p>RE</p>		<p>Islam The importance of the Hijab, the significance of prayer, Ramadan and Eid Judaism The founder of Judaism, God making a promise to Jewish people, Judaism at home</p>
<p>Music</p>		<p>This term, the children will be exploring pitch and melody. From the octobass to the piccolo, they will find out about a variety of instruments and learn to describe their pitch and timbre. They will play simple listening games and recall a pitch sequence, recognizing where the pitch gets higher, lower or stays the same. Through a range of songs, they will develop their pitch-matching skills, performing them with actions and movement. They will learn to use their voices creatively, creating sounds to</p>

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		match graphic notations such as vocal story maps and pipe-cleaner notation. They will play simple melodies using tuned percussion and be introduced to the pentatonic scale with songs such as Just Five Notes. They will finish the term by preparing songs and music for a class performance.
PSHE		<p>Relationships Families, keeping safe, friends and conflicts, secrets, trust and appreciations, celebrating special relationships</p>
PE		<p>Jumping Children will be taught to... apply the correct technique of jumping, hopping or skipping to a game, know how, where and why we jump in a game, jump in combination and link jumps, jump for distance and speed and apply their learning to competitions.</p> <p>Games for understanding Children will be taught to... develop their understanding of what attacking means and when to attack as a team during a game, develop their understanding of what defending means and when and why we defend as a team during a game, develop their understanding of how their role changes from attack to defence and learn how to develop tactics as a team.</p>