



Year Two Planning: Night Pirates

School Theme: Reading for Pleasure. Medium Term Planning - Autumn 2025/2026

Literacy Tree: The Minpins/ The Bear Under the Stairs

Week /Date	Literacy	Numeracy	Topic: Project Work Science/History Geography/Computing	Ongoing Curriculum Art/D&T /Music	Ongoing Curriculum RE/PSHE	Ongoing Curriculum PE
1 Settling in Week 3 days	Settling in Week	Settling in Week Watch 'Rockets and Rekenreks.	-As part of settling in week, chn will be exploring our class text 'The night Pirates' and linking their learning to the pirate class theme eg. Learning about famous pirates, trade routes. Study the world map - learn about different countries and continents. Talk about how trade routes were established to the East to acquire spices. Silks and tea. Discuss life at sea. Focus on China as one of the major countries on the trade routes. Chn will be working on pieces for the whole class board display.	-Display work - Christmas cards Art Equipment and resources used by an artist - Discuss End project = Painting on Canvas. Link to colour by looking at different artists who have painted observational paintings of flowers eg. <i>White Vase with Flowers</i> by Redon, <i>Bouquet of Roses</i> by Renoir, <i>Still Life with Irises</i> by Van Gogh. Create an observational sketch of flowers in a vase	-Mindfulness - Parachute Games - Goals for this year - Write about summer holiday. Rainbow Time	Check PE kits/ Forest school kits

				and colour with pencils.		
2	Reading for Celebrating Differences Week	Place Value progress checks	<p>Computing/History/Geography</p> <p>My Internet Search - Refer back to Esafety lesson. Discuss the Bridgwater carnival and how it is linked to our local history. Use the internet to research Bridgwater carnival and other carnivals around the world. Share what you found and make a class list of what you might see at a carnival. Look at key skills of computing.</p> <p>Use paint to design a carnival costumes.</p> <p>Online safety:</p> <p>Esafety (Reporting and Evaluating) - Read story of Smarty the penguin. Can we trust everything we see online? What should we do if we think something is suspicious? What rules should we have when using technology? Visit Apple Ant website - report back to the class.</p>		<p>PSHE:</p> <p>Being Me in my World - Establish class charter to create safe learning environment. Belonging game. Calm my mind. Discuss worries Jo might have when starting in a new class. Come up with ideas to help cope with his worries. Think about own worries they might have for the school year and what they can do to help ease these worries. Visualisation. Reflection.</p> <p>Rainbow Time - linked to reading for pleasure</p>	<p>Forest School</p> <p>Nature bracelets.</p>
3	<p>Literacy tree:</p> <p>The Minpins</p> <p>Cultural awareness -</p> <p>link bravery to people who help us.</p>	Place Value		<p>DT</p> <p>Sewing - Project linked to carnivals. Design a puppet wearing a carnival costume.</p> <p>DT</p> <p>Sewing - Project Practise sewing skills and learning stitches. Look at other ways to join materials.</p> <p>Music</p> <p>Kapow: Call and response (Animals) Lesson 1</p>	<p>PSHE:</p> <p>Being Me in my World - Belonging game. Calm my mind. Discuss how we belong to our class and introduce the idea that with this belonging comes a sense of responsibility. We all have the right to feel like we belong. Discuss with the children what having 'rights' means and ask them to discuss in talking partners what rights they think they have at school. Establish that all children have the right to be safe, be healthy, be happy and to learn. Children in pairs to discuss what they think</p>	<p>PE:</p> <p>Gymnastics -</p> <p>To explore gymnastic actions and still shapes. To remember, repeat and link basic movements with control. To begin to explore creating simple sequences of movement. Travel and Introduction to key shapes Warm up: Bean Game Main activity: Simon says Making shapes Time to travel...Using hands, feet and alternate feet</p>

					<p>responsibility means. Ask the children in their pairs to think of different ways they could be responsible in class/school. Each group then needs to rank the cards in order from the most to the least important. Each group feeds back their top choice and explains why they think it was the most important. Reflection.</p> <p>RE:</p> <p>What do Jewish people believe about Torah? Recap on Christian beliefs - what do they believe / celebrate. How and where do they worship? What is their special book called? Discuss the Jewish religion and key features of worship. Discuss their special book - the Torah. Listen to simchat torah and watch video.</p>	<p>Ship Shape...<i>Stretched and tuck shapes</i> Cool down: Follow the Leader</p>
<p>4 Wednesday Welly Walk/Picnic</p> <p>McMillan Coffee Morning</p>	<p>Literacy tree: The Minpins</p>	<p>Place Value</p>		<p>DT Sewing - Project cut pieces for puppet and collect other resources for carnival costume. Begin to sew pieces.</p> <p>DT Sewing - Project Complete sewing of puppet and make a carnival costume for your</p>	<p>PSHE: Being Me in my World - Connect us. Calm my mind. Circle time - teacher hold bag, needs to contain objects that could be used as a reward in school. Bring out one object at a time and ask the children whether they think the reward is a good reward or not.</p>	<p>Forest School Observational drawings of things we find in nature.</p>

				<p>puppet based on the research done earlier this term e.g. Feathers, sequence, use of colour.</p> <p>Music</p> <p>Kapow: Call and response (Animals) Lesson 2</p>	<p>Finish this section with the teacher and/or other adults in the classroom giving an example of a reward they have received that was memorable. Ask the children to discuss in pairs a reward they valued and share some examples. Working in groups children are given a set of picture cards showing different behaviours. Ask the children to sort the pictures in to positive/helpful behaviours and negative/unhelpful behaviours. Ask the group to think of rewards that could be given to the children showing the positive behaviours. Ask the children to then focus on the negative behaviour cards and to think of some realistic consequences for the children in those pictures.</p> <p>Rainbow Time</p>	
5	Literacy tree: The Minpins	Place Value		<p>DT Sewing project Final touches and film a puppet show carnival.</p> <p>DT Sewing project Evaluate your design</p> <p>Music Kapow: Call and response</p>	<p>PSHE: Being Me in my World - Think of a time when you were really good and well-behaved or when you were a great helper and somebody was really pleased. How did this feel? Think of a time when you got a treat or reward for something you did. What did you do, what was your reward and how did you feel?</p>	<p>PE: Gymnastics - To explore gymnastic actions and still shapes, with control. To watch copy and describe what others have done. To begin to explore creating simple sequences of movement. To remember, repeat</p>

				(Animals) Lesson 3	<p>Invite the children to think about some of the negative consequences that happen in school for unhelpful behaviour. Having established that every action has a consequence, children work in groups to discuss the scenario picture cards. Ask the children to revisit each picture and decide on a fair consequence for each negative learning behaviour.</p> <p>RE:</p> <p>What do Jewish people believe about Torah?</p> <p>Godly play: ten commandments Children to make their own mezuzah, talk about what David thinks as he touches it.</p>	<p>and link basic movements with control.</p> <p>Travel and Introduction to key shapes</p> <p>Warm up: Thunderstorm</p> <p>Main activity: Balancing technique</p> <p>Making shapes</p> <p>Double up....<i>Working with a partner</i></p> <p>Shape up...<i>Straddle and pike shapes</i></p> <p>Cool down: Simon Says Leader</p>
6	Literacy tree: The Bear under the Stairs	Place Value		<p>Art</p> <p>Equipment and resources used by an artist - Discuss End project = Painting on Canvas. Revisit observational paintings of flowers eg. <i>White Vase with Flowers</i> by Redon, <i>Bouquet of Roses</i> by Renoir, <i>Still Life with Irises</i> by Van Gogh. Look back at their drawing earlier in the term. Talk about how artist use various mediums to draw the same thing but represent it in a different way. Create an observational drawing of flowers in a vase using pastels.</p> <p>Art</p> <p>Equipment and resources</p>	<p>PSHE:</p> <p>Being Me in my World -</p> <p>There are four jigsaw pieces are in Jigsaw Jo's bag. Jigsaw Jo takes the 'Rights' piece from the bag. The teacher reminds the children about their right to learn and the children recall what that means to them. Do the same with the 'Responsibilities', 'Rewards' and 'Consequences' jigsaw pieces. Reinforce with the children how this will work in the classroom in order for everybody to be able to learn well.. Do you think the rewards and consequences in the school are fair?</p>	<p>Forest School</p> <p>Create a bear using natural materials.</p>

				<p>used by an artist - Discuss End project = Painting on Canvas. Revisit observational paintings of flowers eg. <i>White Vase with Flowers</i> by Redon, <i>Bouquet of Roses</i> by Renoir, <i>Still Life with Irises</i> by Van Gogh. Look back at their drawing earlier in the term. Talk about how artist use various mediums to draw the same thing but represent it in a different way. Create an observational drawing of flowers in a vase using paint.</p> <p>Music Kapow: Call and response (Animals) Lesson 4</p>	<p>How can we make the Learning Charter work in our class? Is there anything in the Learning Charter you don't understand or are worried about? Ask the children to work in groups and design a poster that illustrates the Learning Charter in action in the classroom.</p> <p>Rainbow Time</p>	
<p>7 Friday Parent's day 4 days</p>	<p>Literacy tree: The Bear under the Stairs</p>	<p>Addition and Subtraction</p>		<p>Art Equipment and resources used by an artist - Discuss End project = Painting on Canvas. Revisit observational paintings of flowers eg. <i>White Vase with Flowers</i> by Redon, <i>Bouquet of Roses</i> by Renoir, <i>Still Life with Irises</i> by Van Gogh. Look back at their drawing earlier in the term. Talk about how artist use various mediums to draw the same thing but represent it in a different way. Create an observational drawing of flowers in a vase using water colours.</p> <p>Art Final canvas piece - Sketch outline of observation drawing lightly on to the canvas.</p>	<p>RE: What do Jewish people believe about Torah? Learn about Shabbat. One day a week Jews observe the Sabbath: they rest, have a meal on Friday evening with their family. Jews believe that bringing the family together once a week when no one works is important. How is this similar/different - to Christian beliefs?</p>	<p>PE: Gymnastics - To explore gymnastic actions and still shapes, with control. - Jumping To begin to understand some of the basic compositional ideas. To recognise what their body feel like during different types of activities. Jumping Warm up: Animal Zoo Main activity: Jumping technique and jumping using apparatus Jumping Jacks...Landings, jumps, leaps and turns Cool down: Follow the leader</p>

				<p>Music Kapow: Call and response (Animals) Lesson 5</p>		
<p>8 Assessment Week Friday INSET DAY 4 days</p>	<p>Literacy tree: The Bear under the Stairs</p>	<p>Addition and Subtraction</p>		<p>Art Final canvas piece - discuss mediums used this term. Which worked well, which didn't? Choose medium for final piece and complete canvas art. Artist to sign their piece.</p> <p>Art Final canvas piece - Evaluate your final piece. Art show - display everyone's work, share what you like and give constructive feedback.</p>	<p>PSHE: Being Me in my World - Ask children to work with the child sitting next to them and to identify two things they both like. e.g, chocolate, dogs, ballet, football. Then pass Jigsaw Jo around the circle inviting each child finish the sentence: "One thing we both like is...". Teacher makes the point that as a class we are connected and will spend a lot of time learning together this year. Do you feel connected to the members of our class? Bring out the children's posters from the last lesson and pick out some the key features in each. Hand out a blank sheet of paper for each child Draw a picture of someone who is choosing to follow the Learning Charter. Explain why this is fair.</p> <p>Rainbow Time - Thursday</p>	<p>Forest School Build a den for a bear</p>