


Year Two Planning: Night Pirates  
 School Theme: Celebrating differences: Medium Term Planning - Autumn B 2025  
**Dear Earth**  
**What is out there?**

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 3 <sup>rd</sup> -7 <sup>th</sup> November	Week 1	Addition and	Carnival/Guy Fawkes Theme Day (See separate planning)	Art - Christmas cards Save marbling - explain to children that these	PSHE - celebrating differences: Connect us - switch	PE: Gymnastics - To explore gymnastic

	<p><b>Literacy Tree – Text 1 – Week 1</b></p> <p><b>Dear Earth Non-fiction</b></p> <p><b>Monday 3rd Nov – Bonfire/Carnival Celebrations</b></p>	<p><b>subtraction.</b></p>	<p><b>Wow starter – Geography</b></p> <p>Locate and learn to name and locate the world's 7 continents. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Discuss the different places that Bingo Bear could visit. Why would these places be good for him to visit? What would be the barriers? Children to draw Bingo Bear visiting one of the 7 continents. They should then explain why this would be a good place for Bingo to visit.</p> <p><b>Wow starter – Cultural Awareness</b></p> <p>Explore different creation stories from different cultures and around the world – Christian, Hindu and Chinese. Children to act out one of these creation stories. How are they the same? How are they different? Share the front cover of the book. How does this make them feel? What do they think this story will be about? Link to the creation stories explored.</p> <p><b>Wow Starter – Art</b></p> <p>Marbling – exploration of technique of using marbling inks to then create the planet Earth. Discuss text. Make links to the new text and the front cover.</p> <p><b>Wow Starter – History</b></p> <p>Significant people in History – Neil Armstrong Who was Neil Armstrong? Why is he important? Find out about the significance of the moon landing in 1969, watch the footage from the moon landing.</p> <p><b>Online safety:</b></p> <p>I am kind and responsible – talk about how we can be kind in school/ at home. Now think how can we be kind online? Make a poster to promote kindness online. Read digiduck story and discuss.</p>	<p><b>beautiful art pieces will be saved to create Christmas cards .</b></p> <p><b>Do a few extra sheets to allow for mistakes.</b></p>	<p>Calm my mind. Discuss gendered stereotypes for children. Eg girls like pink and boys like blue. With the children sitting in a circle, Jigsaw Jo joins them and brings a bag that contains four photos of different children. Jo places the photo cards in the middle of the circle. Jo then draws out from the bag four description cards which have information about each of the children in the photo cards. Jigsaw Jo asks one of the children to choose a card and to read it to the class, Jigsaw Jo asks the children to decide which photo this card might belong to and why. When the children have agreed, give the card to the child holding the relevant photo. When all the descriptions have been matched, the teacher or Jigsaw Jo tells the children which actual description cards go with which picture. Ask the children what, if anything, surprised them? Explain to the class that we sometimes make 'assumptions' about boys and girls. Explain that the word assumption means to think something automatically just because they are a boy/girl. Sometimes these</p>	<p><b>actions and still shapes.</b></p> <p><b>To remember, repeat and link basic movements with control.</b></p> <p><b>To begin to explore creating simple sequences of movement.</b></p> <p>Travel and Introduction to key shapes Warm up: Bean Game Main activity: Simon says Making shapes Time to travel...<i>Using hands, feet and alternate feet</i> Ship Shape...<i>Stretched and tuck shapes</i> Cool down: Follow the Leader</p>
--	---	----------------------------	---	---	--	---

					<p>can be right but sometimes they are not. Let me learn Ask the children to self-select a partner and then ask them to talk to their partner and find four things that they have in common or are similarities. It can be appearance, e.g. eye/hair colour, or hobbies, things they like doing, things they are good at, similarities in their families, etc. On the shield templates ask the pairs to design their own similarity shield with four of the things that they have in common and to fill in the slogan in the middle: 'We are special because...'(for example, 'We both like drawing' or 'We both have brown eyes').</p> <p><b>RAINBOW TIME- Complete Christmas cards</b></p> <p><b>Art</b></p> <p>Create Christmas cards with marbling - draw triangle shapes of differing sizes on the back of the marbled paper and cut them out. Lay them onto a folded card and glue them - paint or pastel in the trunks. Add some very careful decoration to either look</p>	
--	--	--	--	--	--	--

					<p>like snowy twinkles in the forest or stars on the tops or a few well placed baubles. Think planning and precision.</p> <p><b>Marbled Christmas Tree</b> Craft for Kids</p>  <p>OR: use triangles to layer to create Christmas tree shaped trees.</p>	
<p><b>2</b> Speaking parts rehearsals</p>	<p><b>Week 2</b> 10<sup>th</sup> – 14<sup>th</sup> November</p> <p><b>Literacy Tree – Text 1 – Week 2</b></p> <p><b>11<sup>th</sup> November – Remembrance Day/Afternoon Activities</b></p> <p><b>14<sup>th</sup> November - Children in need</b></p>	<p><b>Addition and subtraction.</b></p>	<p><b>Remembrance day: Making Poppies</b></p> <p><b>Geography 1:</b> Recap on what we learnt last week about planet Earth. Learn to name and locate the world's 7 continents and 5 oceans. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Draw a world map and name.</p> <p><b>Geography 2:</b> Compare different countries around the world – South Africa - Using maps, atlas and globes to</p>	<p><b>Music - No Kapow due to Nativity</b></p> <p>Practise Nativity, singing and performance skills</p> <p><b>Christmas calendars - See Forest school planning- this will require at least two sessions.</b></p>	<p><b>PSHE - celebrating differences:</b> Share with the children either pictures of children's duvet covers. As each of the duvet covers is shown, ask the children to move to labelled areas of the classroom (labels: boys, girls, both). Ask the children to give their reasons about why they have chosen to stand in the 'boys', 'girls' or 'both'</p>	<p><b>Forest Rangers:: Can I create a picture using natural materials? Explain to children we will save these to use for calendars</b> Children enter fire circle in a line and sit on next available log. Discuss fire safety, role of flags &amp; what to do if whistle blows. Explain children are going to make collages of a planet. What could you use? Tell children they need to collect natural materials and use sticks to</p>

			<p>identify countries. Introduce and use Grid map reading to identify different countries and places around the world. .</p>		<p>area. Challenge them to think about why they made those decisions. Ask them to discuss in pairs and then share their ideas as to whether or not it is acceptable for the girls to have the train duvet cover or the boys to have the pink duvet cover. Make the point that it is about choice and that there are similarities and differences about what we like and don't like!</p> <p>Reinforce that we can all make choices about what we like and dislike, and whether we are male or female makes no difference. This lesson is about challenging stereotypes if children display any.</p> <p>You made need to give examples e.g. boys and girls can play football, girls and boys like trains, females and males enjoy cooking, males and females can have any favourite colour and wear whichever clothes they choose</p> <p>Then Jigsaw Jo asks the children whether they can they think of ways that boys might be different to girls.</p> <p>Ask the children to come up with a difference</p>	<p>make a picture frame. Children work in small groups to collect natural materials in trays. They return to area by shelter to create their pictures. Children work together as a group. Taking turns to lead activity using own ideas or following other's ideas &amp; instructions. Children, firstly tie corners of frame using lashing and double knots. Then they use their collected natural materials to create their planet. Why have you used those materials? Which planet have you made? How do you know what it looks like? Children drink squash sat around fire circle.</p> <p><b>Resources:</b> sticks for frames (4 per group) string,</p>
--	--	--	--	--	---	---

between them. It could be a hobby, an appearance feature, a difference about what they like to eat, etc.

Ask the children to think about their difference and decide whether this is typical for most boys/girls. Share ideas and thoughts and draw out that we all have differences despite our gender; explain that there might be some things that are different about us because we are a boy/ girl but each of those differences is OK.

**RE:**

What do Jewish people believe about the Torah?

. Know that the Torah means 'teaching' is the most important part of Jewish scriptures.

Know that it contains the first 5 books of the Hebrew Bible.

It teaches Jews what God is like and how they should live their lives.

Understand how special the Torah is for Jews: The Torah is read every week in the synagogue.


Raise and suggest answers to relevant questions in response to the Jewish teachings on

					<p>the Torah.</p> <p>In this lesson pupils will be introduced to the role of the synagogue in Jewish life and worship.</p> <p>Obedience to the commands of the Torah is lived out in the things that happen here. What can we learn about the Torah scroll itself?</p>	
<p><b>3</b></p> <p>Cast rehearsals</p>	<p><b>Week 3</b></p> <p>17<sup>th</sup> -21<sup>st</sup> Nov</p> <p>Literacy Tree – Text 1 – Week 3</p> <p>20<sup>th</sup> November – World Children’s Day</p>	<p>Addition and subtraction.</p>	<p><u>Geography:</u></p> <p>Compare different countries around the world – Australia - Using maps, atlas and globes to identify countries. Introduce and use Grid map reading to identify different countries and places around the world. .</p> <p><u>Geography:</u></p> <p>Compare different countries around the world – South Korea - Using maps, atlas and globes to identify countries. Introduce and use Grid map reading to identify different countries and places around the world. .</p>	<p><u>Music - No Kapow due to Nativity</u></p> <p>Practise Nativity, singing and performance skills</p> <p><u>Art-Create Nativity headaddresses</u></p>	<p><u>PSHE - celebrating differences:</u></p> <p>Sitting in a circle, read the scenario cards.</p> <p>Ask the children which of these scenes do they think is bullying.</p> <p>Help the children or remind them of the key features of bullying:</p> <ol style="list-style-type: none"> <li>1. It doesn't just happen once: it goes on over time and happens again and again</li> <li>2. It is deliberate: hurting someone on purpose, not accidentally</li> <li>3. It is unfair: the person doing the bullying is stronger and more Powerful.</li> </ol> <p>What does bullying mean? Is bullying different from teasing? Once the children have decided which of the scenarios is bullying, pose the question: "Why do you think the bullying is happening in each of the scenarios?" Use flipchart to record the ideas from the</p>	<p><u>PE:</u></p> <p>Gymnastics - To explore gymnastic actions and still shapes, with control.</p> <p>To remember, repeat and link basic movements with control.</p> <p>To lift, move and place equipment safely.</p> <p>Traveling and using key shapes on apparatus</p> <p>Warm up: Bean Game</p> <p>Main activity: Carrying and placing mats and apparatus.</p> <p>Making shapes</p> <p>Double up....Working with a partner</p> <p>Shape up...Straddle and pike shapes</p> <p>Cool down: alphabet stretches</p>

					<p>children. Remind children that bullying isn't fair or kind and that if it happens, children need to tell an adult they trust.</p> <p><b>RAINBOW TIME</b></p>	
<p><b>4</b> Cast rehearsals M/Tu Whole school W/Th/F</p>	<p><b>Week 4</b> 24<sup>th</sup> – 28<sup>th</sup> November</p> <p><b>Writing Assessment week</b></p> <p><b>28th November - St Andrews Day Assembly</b></p>	<p><b>Addition and subtraction.</b></p>	<p><b>Computing:</b> Revisit concept of algorithm and programming. Link to literacy focus of instructions. Explore with floor robots and J2e code.</p> <p><b>Computing:</b> Revisit concept of algorithm and programming. Link to literacy focus of instructions. Use props made during wow starter (rockets, space back drop, marbled planets) and their knowledge of Neil Armstrong to plan a stop motion animation of the moon landing. Story board your stop animation.</p>	<p><b>Music - No Kapow due to Nativity</b></p> <p>Practise Nativity, singing and performance skills</p> <p><b>Art-Create Nativity headdresses - start hanging stars as soon as Headdresses are finished.</b></p>	<p><b>PSHE - celebrating differences:</b> Ask Jigsaw Jo if they have ever felt lonely in the playground. How could the children help Jigsaw Jo if this happened again?. Ask the children to think about and share a time when they felt lonely in the playground and what happened. Ask them to think about what they might/could do to help if they saw someone who was alone or looked sad in the playground.</p> <p>Use Jigsaw Jo as the talking object to be passed around the circle to gain the children's ideas and suggestions. Using the scenario cards, divide the children into groups and have one scenario per group. The children are then asked to prepare a freeze-frame of their scenario; it is important that there is a person in each freeze frame who is a witness to what is going on, not</p>	<p><b>Forest School:</b> Children enter fire circle in a line and sit on next available log. Discuss fire safety, role of flags &amp; what to do if whistle blows. Show children a globe. Which are the main colours you can see on a globe? What does each colour represent? Discuss the names of the 5 oceans &amp; 7 continents, looking for each one on globe. Where is the equator? The North Pole/Arctic? South Pole/Antarctica? Where are the warmest areas in the world? The coldest? Explain children are going to make a globe using a balloon &amp; paper mache working in small groups of 3 to 4 children. Children rip up scrap paper. They soak strips for a few seconds in watered down pva glue in trays. Then wrap the balloon in as many layers as possible, making sure the layers are even. Balloons to be hung up to dry for following week. Remind children of main colours of the globe, green &amp; blue. Explain children are going to paint their globes next time. Children return to fire circle to drink squash.</p>

				<p>necessarily involved.          Explain to the children that this person in their freeze frame just happened to see what was going on. Ask the children to pay particular attention to facial expressions, actions and body language.</p> <p><b>RE:</b></p> <p><b>What do Jewish people believe about Torah?</b></p> <p>. Know that the Torah means 'teaching' is the most important part of Jewish scriptures.          Know that it contains the first 5 books of the Hebrew Bible.          It teaches Jews what God is like and how they should live their lives.          Understand how special the Torah is for Jews: The Torah is read every week in the synagogue.          Show the class a miniature Torah scroll. This is written in Hebrew, which Jewish people have to learn to read so that they can read from and understand the Torah scroll in Synagogue.          What questions might the children want to ask? How do you learn Hebrew? Is it hard? Why is it so important? Look at a video of synagogue worship.          This 3-minute BBC introduction to Judaism has a good look inside a synagogue.  <a href="http://www.bbc.co.uk/education/clips/zctb4j6">http://www.bbc.co.uk/education/clips/zctb4j6</a></p>	<p>Resources: globe: blown up, round balloons, string (for hanging up) scrap paper, watered down pva glue, trays.</p>
--	--	--	--	--	---

					<p>Go to the Jewish way of Life and see what Jewish people do in Synagogue on Shabbat. <a href="http://reonline.org.uk/specials/jwol">http://reonline.org.uk/specials/jwol</a> (Shabbat). Can pupils pretend to be reading from the Torah in synagogue?</p> <p>Go to this Jewish website and see how children learn Hebrew. Can you join in the Hebrew alphabet song? In what ways is Hebrew different from English? Can you write some of the letters?</p> <p><a href="http://www.rafimetz.com/rmd/learn/read%20A.html">http://www.rafimetz.com/rmd/learn/read%20A.html</a></p> <p>Draw a picture of a Jewish man reading from the Torah scroll in synagogue wearing a kippah and tallit and using a yad. Write in the names of these things. What else might be in the picture? Why is this so important? What might he be thinking?</p>	
5	<p><b>Week 5</b> 1<sup>st</sup>-5<sup>th</sup> December</p> <p>1<sup>st</sup> December - Whole School Nativity run through-headaddresses</p>	<b>Addition and subtraction.</b>	<p><b>Computing/Art/DT:</b> Continuing from last week where chn created a story board for their stop animation of the moon landing. Chn to make remaining props and practise laying out each scene.</p> <p><b>Computing:</b> Continuing from yesterday, chn to photograph each scene in their stop animation and edit it</p>	<p><b>Music - No Kapow due to Nativity</b></p> <p>Practise Nativity, singing and performance skills</p> <p><b>Art-create star individual hanging decorations for the hall decoration and then to take home.</b></p>	<p><b>PSHE - celebrating differences:</b> Using your class Jigsaw Jo, explain they are feeling a bit down because they are different from everyone else in the class. In pairs, ask the children to think of kind things they could say to Jigsaw Jo to help them</p>	<p><b>PE:</b> <b>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</b></p>

	<p>2nd December - Whole School Dress rehearsals</p> <p>3rd December - Whole school Dress rehearsals</p> <p>4th November - rehearsal -if needed</p> <p>5th December - Christmas decoration day</p>		<p>together to make a movie. Chn may also print all the photos to make a flip book.</p> <p>5th December - Christmas decoration day</p> <p>Fantastic Finishers.</p>	<p>Yarn stars</p> 	<p>feel they belong, even though they are different. After some thinking time go around the circle and let each pair say what they want to say to Jo.</p> <p>Summarise by explaining there are lots of differences between people and this is called diversity. Sometimes being different causes some people to be treated unfairly.</p> <p>Ask the children if they can think of some examples.</p> <p>Give each child a copy of the birthday present template and ask them to imagine it is B's birthday. Invite them to draw three items they would give to B onto the template. Underneath it, ask them to complete the stem sentence "I would give B these presents because...". Stick these into the children's Jigsaw Journals.</p> <p>RAINBOW TIME</p>	<p>body feel like during different types of activities.</p> <p>Jumping</p> <p>Warm up: Animal Zoo</p> <p>Main activity: Jumping technique and jumping using apparatus</p> <p>Jumping Jacks...Landings, jumps, leaps and turns</p> <p>Cool down: Follow the Leader</p>
6	<p>Week 6</p> <p>8th - 12th December</p> <p>Christmas theme week</p>	<p>White Rose Papers</p>	<p>9th -11th December - Nativity Performance</p> <p>12th December - Christmas Jumper/Pantomime/Christmas Lunch</p>	<p>Music - No Kapow due to Nativity</p> <p>Practise Nativity, singing and performance skills</p>	<p>PSHE - celebrating differences:</p> <p>Remind the children about the story from last time - 'Billy, Bella and B' and ask them to think about how the characters were different but could still be</p>	<p>Forest School</p> <p>Children enter fire circle in a line and sit on next available log. Discuss fire safety, role of flags &amp; what to do if whistle blows. Remind children of globes created from paper mache previous</p>

	<p>8<sup>th</sup> December – Nativity</p> <p>9<sup>th</sup> December- Pantomime</p> <p>10<sup>th</sup> December- Nativity</p> <p>11<sup>th</sup> December- Christmas jumper day and lunch</p> <p>12<sup>th</sup> December – Nativity church performance</p>				<p>friends. Make the point that we don't have to be the same or enjoy the same things to be friends. Sometimes our differences might complement each other; we are all special and unique and can bring different qualities to friendship.</p> <p>With the children sitting in friendship pairs or groups to ensure that nobody is left out, invite the children to discuss the ways they are different from each other.</p> <p>Use Jigsaw Jo as the talking object to share ideas and draw out the point that it can be good to be friends with people who are different from us.</p> <p>Using the trophy template, the children complete the following:</p> <p>In the central square: Draw a picture of one of my friends</p> <p>Section 1: Write or draw how my friend is different from me</p> <p>Section 2: Write or draw how my friend is similar to me</p> <p>Section 3: Write or draw how it feels to be friends</p> <p>Section 4: Write or draw how I would stand up for</p>	<p>session. Show 'globe'. Explain children need to paint their group globes using ready mixed paint &amp; thin brushes. Show class globe. Which are the main colours? What do they represent? Discuss seven continents &amp; five oceans. Where would we find them on the globe? Where is the South Pole/Antarctica? The North Pole/Arctic? Which colour could we paint these?</p> <p>Children work in their groups to paint their globes. Look at other group's globes. What looks the same? What is different? Why do you think that has happened?</p> <p><b>Resources:</b> paper mache globes from previous session, green, blue &amp; white readymade paint, thin paintbrushes,</p>
--	---	--	--	--	---	---

					<p>my friend if someone was bullying them</p> <p><b>RE:</b></p> <p><b>What do Jewish people believe about Torah?</b></p> <p>David has brought on a wine glass. He is going to a Jewish wedding. A wine glass is traditionally broken and the congregation say the congratulatory wish of "Mazel Tov! There are three excellent short cartoon videos explaining what happens at a Jewish wedding here.  <a href="http://www.bimbam.com">http://www.bimbam.com</a></p> <p>What were the main customs in a Jewish wedding? Why do Jews do these things - what do they mean?          What has all this got to do with obeying God's Law - Torah, and Jewish beliefs about what is best for all people?</p>	
7	<p><b>Week 7</b>          15<sup>th</sup> – 19<sup>th</sup> December</p> <p><b>Christmas theme week</b></p> <p><b>17<sup>th</sup> Dec - Christmas movie night</b>          19<sup>th</sup>-Party &amp; funday</p>	<p><b>Christmas Week</b></p> <p><b>Art-Create Table decorations-tablecloths, tablemats - Star and triangle themes-teach the children to draw stars</b></p> <p><b>RE - Read and sequence the traditional nativity story</b></p>	<p><b>Christmas Week</b></p>			<p>Forest School</p> <p>Winter solstice- celebrate the signs of winter with a winter scavenger hunt. Enjoy a warm hot chocolate, Collect natural materials to create warm habitats - discuss hibernation(tidy up the bug hotel area)</p>

	<p>Christmas Party Christmas Fun day</p>
--	--