



Topic Medium Term Planning

Night Pirates Class: Year 2

2025/2026: Spring B

School Theme: **Power of Words**

Literacy Tree Texts: **The Last Stop on Market Street/The Journey Home**

Week/ Date	<u>Literacy</u>	<u>Numeracy</u>	<u>Topic: Project Work</u> <u>Science/History</u> <u>Geography/Computing</u>	<u>Art/DT/Music</u>	<u>RE/PSHE</u>	<u>PE</u>
<b>Week 1</b> 23 <sup>rd</sup> - 27 <sup>th</sup> February <b>Literacy Tree - Text 1 - Week 1</b>  Wednesday 25 <sup>th</sup> PPMs  27 <sup>th</sup> Passports given out  Monday Buddy Reading 1.15 - 1.45pm	<b>Last Stop on Market Street</b>	<b>Fractions</b>	<b>Wow Starter - Monday</b> <b>Culture Awareness linking to British Values</b>  Discuss our new story. Explain characters were going on a journey as a family. Have you been on a family journey recently? Where did you go? What did you do? Was it fun? What did you enjoy about it? Explain these are called leisure outings. What else do we do in this country for leisure? Discuss children's ideas. On IWB look at activities that people from other countries may take part in. Explain other countries may have different activities. Discuss diversity and how we are all different in what we like to do. Link to British Values of showing respect to others. Activity - In groups children make mind maps of how we can show respect to	<b>Music</b> <b>Spring B</b> <b>Kapow unit: Pitch (Musical me)</b> <b>Once a man fell in a well</b> Learning to sing 'Once a man fell in a well' and use untuned percussion instruments to play the pulse and rhythm.  <b>Art skills:</b> <b>Term theme - Watercolour</b> <b>Pictures - Pictures of animals</b> Recap learning of Animals from Year 1 - naming animals, carnivore/herbivore/omnivore. Children describe external features as sort different pictures into groups. Link what know about animals to: <b>Draw Animals</b> Use knowledge of external features to create drawings of	<b>PSHE - Healthy Me:</b> Ask the children to identify the different ways that they can keep their bodies healthy. Explain to the children that most people know about how to keep themselves healthy but that sometimes some people find it difficult to stay healthy. In small groups, ask the children to think of four things that keep people healthy.  <b>Rainbow time</b>	<b>PE:</b> <b>Dance</b> Warm up: Shakes  Main activity: <b>Autumn</b> Discuss the differences between all the seasons. Discuss Autumn in particular, focusing on how the leaves look and move. Explore leaf shapes with the whole body and different body parts. Choose words to describe the actions. <i>Floating, soaring, twisting down, falling, turning, hovering, gliding, flying, rolling,</i>

			<p>others.</p> <p><b>Wow Starter - Geography</b></p> <p>Discuss Barnacle Bear, where has he come from? Discuss where Peru is looking at world maps. Explain Bingo Bear wants to look at the physical features of places in UK.</p> <p>Discuss what a 'physical feature' is. Look at pictures of, forests, beaches, rivers and caves, discuss what they are and where they are found using maps. Do we have any of these features in school? Children go to field and wild area to look for physical features. Did you find any physical features? Why? Why not? How do you know they were not a physical feature?</p> <p><b>Online Safety Lesson:</b></p> <p>How do they know whether they are playing a game that is just on the device or they are playing a game that is linked to the internet? Talk about pop ups happening when you are doing something on the Internet. Are these pop ups saying something that is true? Can you trust the statement that you will win a prize? What would you do if you saw a pop-up? Tell the children why you don't tap on pop ups – virus that might hurt your device / possibility of purchasing something / see something that might upset or worry</p>	<p>animals in sketch book. Adult to model drawing external features.</p>		<p><i>settling, resting.</i></p> <p>Explore the words through actions</p> <p>Discuss happens to the leaf as it blown by the wind along the ground.</p> <p><i>Spinning, rolling, running, tossing and turning.</i> Explore rolling along the ground. Use a percussion instrument e.g. rain stick. When you hear the sound- roll. Alternatively, use voice percussion by making blowing sounds.</p> <p>Contrast movements with jumping and travelling actions.</p> <p><b>Selection, Composition and Development:</b></p> <p>Create a dance phrase. Choose actions and practise linking the actions together. Allow the children time to practise.</p> <p>Cool down: Arches</p>
--	--	--	--	--	--	--

			<p>you / someone wants information about you. Ask the children if they know what a virus can do to a computer. What would you draw to make someone tap on a pop up? What words might you add? Ask children to create their own pop up.</p>			
<p><b>Week 2</b> 2<sup>nd</sup> - 6<sup>th</sup> March</p> <p><b>Literacy Tree - Text 1 - Week 2</b></p> <p>Thursday 5<sup>th</sup> – World Book Day</p> <p>Monday Buddy Reading 1.15 – 1.45pm</p>	<p>Last Stop on Market Street</p>	<p>Fractions</p>	<p><u>Computing: (Data handling/core)</u> <b>Session 1 - Investigate and sort data.</b></p> <p>Investigate and sort pictures of birds that can be found in the school grounds /gardens.</p> <p>See separate planning.</p> <p><u>History</u> <b>Significant Individual: Henry Ford</b> <u>Link to DT</u></p> <p>Children find out about Henry Ford and how he produced cars. How did he do it? What did he do? When did he do it? Where? Look at Power-Point on Henry Ford. Discuss cars through the past. How have cars changed over time? Look at how cars have changed from then to now.</p>	<p><u>Music</u> <u>Spring B</u> <b>Kapow unit: Pitch (Musical me)</b></p> <p>Dynamics and timbre Beginning to understand how timbre and dynamics can be used to show different emotions in a piece of music. See separate planning.</p> <p><u>Art / DT</u> <u>DT:</u> <u>Link to History</u></p> <p>Explore different types of vehicles by looking at toys and pictures. Children look at and observe the different parts, including wheels and axle looking at how they move.</p> <p>Children to then design a car to go on a specific journey. They need to think about which type of vehicle would be suitable for each journey. E.g., jeep for safari, car for a beach trip.</p>	<p><b>PSHE - Healthy Me:</b></p> <p>Explain that this lesson is about relaxation and that part of being healthy is being able to unwind, to relax and be calm. Ask the children why it is important to relax. What would happen to us if we didn't relax? Draw out from them that relaxing allows our minds and bodies to be quiet and calm and means we can rest and recover from things that cause us worry/stress/concern. Also, explore with the children how we are unable to learn very well when we are not feeling relaxed and calm.</p> <p>See separate Jigsaw planning</p>	<p><u>PE</u> <b>PE - Inspired Schools -</b> See separate planning</p> <p><b>Forest Rangers:</b> Lesson 1: Signs of Spring Linked text: Last Stop on Market Street <b>To notice and describe signs of spring using precise language</b> <b>To reflect on how noticing small things can change how we feel</b></p> <p><b>Welcome &amp; story link</b> Circle time. Briefly recap Last Stop on Market Street, focusing on: CJ learning to notice beauty in everyday places Nana encouraging him to look closely</p> <p><b>Ask:</b> "If CJ came to our forest today, what</p>

				<p style="text-align: center;"><u>Art skills:</u> <u>Term theme - Watercolour</u> <u>Draw Animals</u></p> <p>Use knowledge of external features to create drawings of animals in sketch book. Adult to model drawing external features.</p>	<p><b>RE</b> <b>What do Christians believe about salvation?</b></p> <p>Make a list when the children have shared a meal together with others - birthdays, anniversaries, for a visitor, in school. Think about why people have a meal with others - to celebrate, to make someone feel welcome, a time with friends. Ask the children to share with the rest of the class a special meal they have had that they enjoyed. Talk about why the meal happened, who it was with and what happened. Read the story of the "Last Supper" to the children or watch it on RE:quest. <a href="http://request.org.uk/restart/2016/03/14/holy-week-and-easter/">http://request.org.uk/restart/2016/03/14/holy-week-and-easter/</a> Talk about the different feelings Jesus and the disciples must have had. Recap on what Jesus said and explain to children that Christians today still copy the last supper to help them remember this important event. Show a video clip of the Eucharist. <a href="http://request.org.uk/life/spirituality/communion/">http://request.org.uk/life/spirituality/communion/</a> There are three videos on this link the third talks about the catholic communion if you wanted to make comparisons. Ask children to notice things.</p>	<p>might Nana help him notice?"</p> <p><b>Spring detectives</b> Children work in pairs or trios as Spring Detectives. Give each group a hoop or piece of string to mark a small area</p> <p><b>Challenge:</b> Find at least 5 signs of spring One must be something tiny One must be something you can't pick up</p> <p><b>High-ability challenge:</b> Can you explain why it's a sign of spring? Can you compare it to what you might see in winter?</p> <p><b>Nature gratitude art</b> Inspired by the bus ride in Last Stop on Market Street. Children create a small natural picture or symbol showing: One thing they are grateful for in nature today Encourage patterns, symmetry, or symbolic choices rather than "pictures"</p>
--	--	--	--	---	---	--

						<p><b>Adult prompts:</b>          "Why did you choose that?"          "How does this place make you feel?"</p> <p><b>Reflection circle</b>          Children share:          One sign of spring they noticed          One thing that surprised them          Link back to the story:          "How did noticing small things help CJ? Did it help us today?"</p>
<p><b>Week 3</b>          9<sup>th</sup> – 13<sup>th</sup>          March</p> <p><b>Literacy</b>  <b>Tree - Text 1 - Week 3</b></p> <p>Monday –          International woman's day</p> <p>Monday          Buddy          Reading 1.15 – 1.45pm</p> <p>Mother's Day cards Friday PM</p>	<p>Last Stop on Market Street</p>	<p>Fractions</p>	<p><b>Science - Animals</b></p> <p>Children to make observations of growth in humans and animals in a story and then extend to other animals and plants that could be in different settings.          Children to match offspring to animals including humans.</p> <p><b>Computing: <u>Sorting my birds (Data handling/core)</u></b>  <b>Session 2 - Make a decision tree</b></p> <p>Talk about and show different types of data. Children to make a decision tree, using a branching database online.</p> <p>See separate planning.</p>	<p><b>Music</b>  <b>Spring B</b>  <b>Kapow unit: Pitch (Musical me)</b></p> <p>Melody          Learning that letter notation is used to record the names of the notes and the order in which they are to be played.          See separate planning.</p> <p><b>Art/ DT</b>          Making a vehicle - Project end piece.</p> <p>Revisit joins and the materials needed to make their own cars. Discuss links to Henry Ford and how our designs are similar/different.</p> <p>Children to begin making/ assembling their cars/vehicles using their own designs.</p>	<p><b>PSHE - Healthy Me:</b></p> <p>Show the children the five different food groups. Explain each food group and ask for examples of foods that fit into each section. Open up a discussion that will reveal how much they already know about a healthy, balanced diet. Reinforce the messages about a balanced diet: explain what they need to eat/drink every day in order to stay healthy. Children are given a set of food cards and a set of food group word cards. Children sort the cards into the different food groups.</p>	<p><b>PE</b>  <b>PE - Inspired Schools -</b>          See separate planning</p> <p><b>PE:</b>  <b>Dance</b>          Main activity:  <u>Autumn turning to Winter</u>          Recap on various shapes we have made for Autumn and Winter. How can we link these two seasons together - how are they similar/different?  <b>Selection, Composition and Development:</b>          Create a dance with a partner which shows the transition from Autumn to Winter.</p> <ul style="list-style-type: none"> <li>Choose two balancing shapes and</li> </ul>

				<p><u>Art skills:</u> <u>Term theme - Watercolour</u> <u>Draw Animals</u></p> <p>Experiment with water colours. How do we use them effectively. Look at tone and shades. Talk about which colour compliment each other and how show how to make a pallet. Talk about the animals we've drawn and their colours, where they might live and the colours of their environment.</p>	<p>Ask the groups to decide which food group they think is the most important. Take feedback and explain that all groups are important to eat every day to keep us healthy. Emphasise that it is the portions of each food group that are so important. Ask why we need to eat a balanced diet but not so many foods that are high in salt/sugar.</p> <p>Rainbow Time</p>	<p>repeat.</p> <ul style="list-style-type: none"> <li>Part in quick jerky movements.</li> <li>Choose two travelling movements.</li> <li>Choose actions to represent dressing up and keeping warm.</li> </ul> <p>Practise with music and encourage a sense of rhythm and timing to their dance.</p> <p>Cool down: Follow the leader</p>
<p><b>Week 4</b> 16<sup>th</sup> - 20<sup>th</sup> March</p> <p><b>Literacy</b> <b>Tree - Text 2 - Week 4</b></p> <p>Parent's Day Monday</p> <p>Wednesday - Recycling Workshop/ assembly</p> <p>Friday- Comic relief</p>	<p><b>The Journey Home</b></p>	<p><b>Time</b></p>	<p><u>Computing: Sorting my birds (Data Handling /core)</u> <b>Session 3 - Ask and answer questions.</b> Generate questions to be answered. Collect, record and present data.</p>	<p><b>Music</b> <b>Spring B</b> <b>Kapow unit: Pitch (Musical me)</b> <b>My own melody</b> Creating their own melody by first making up their music and then writing it down using letter-name notation.</p> <p><b>Art/ DT</b> Making a vehicle - Project end piece.</p> <p>Children to continue making/ assembling their cars/vehicles using their own designs.</p> <p><u>Art skills:</u> <u>Term theme - Watercolour</u></p>	<p><b>PSHE - Healthy Me:</b> Show the children a range of foods that could be made into healthy snacks. Ask if they have tried any of the foods in front of them and whether they like any of them; then ask if there are any foods there that they haven't tried before. Show them the recipe cards and explain briefly why each of the snacks is healthy. Give each group a recipe card to follow and the correct ingredients.</p>	<p><b>PE</b> <b>PE - Inspired Schools -</b> See separate planning</p> <p><b>Forest Rangers:</b> Lesson 2: Water Week Story link: Journey Home <b>To explore how water supports living things</b> <b>To understand how changes to water affect animals and habitats</b> <b>To work collaboratively to solve problems</b></p> <p>Story link &amp; empathy focus Recap Journey Home, focusing on: Rivers,</p>

				<p style="text-align: center;"><u>Draw Animals</u></p> <p>Use water colours to paint your chosen animals habitat.</p>	<p>Ask the children to make the snacks according to the instructions on the recipe cards.. Once all the snacks are made, invite the children to taste their own snack and each others' snacks. Perhaps set up a 'café area in the classroom if there is space. Ask each group to explain why their snack is healthy and good for their bodies. If time, ask the children to rate each snack and list any improvements that they would make.</p> <p style="text-align: center;">See separate Jigsaw planning.</p> <p><b>RE:</b> Recap on the events in the Easter Story so far. Explain that in this lesson the children will find out what happened next and will understand why this story is so important to Christians. Read the story of the Crucifixion from a Children's Bible or</p>	<p>oceans, and animal homes How human actions affect habitats</p> <p>Question: "What happens if water disappears, moves, or becomes dirty?"</p> <p><b>Water exploration &amp; investigation</b> Set up water areas: Pouring and channel-making Mud and water mixing Floating/sinking with natural materials</p> <p><b>Challenges for high-ability learners:</b> Can you make water travel without spilling? Can you slow it down or speed it up? What happens if the water path is blocked?</p> <p><b>Use vocabulary:</b> flow, soak, flood, absorb, float, sink, habitat</p> <p><b>Habitat rescue challenge</b> Small groups: Build a safe place for a toy animal near water It must protect the animal from flooding</p>
--	--	--	--	---	---	--

					<p>watch it on RE:request. <a href="http://www.request.org.uk/restart/2016/03/14/holy-week-and-easter/">www.request.org.uk/restart/2016/03/14/holy-week-and-easter/</a></p> <p>Ensure children notice the differences between the crowd who cheered Jesus as he rode into Jerusalem on Palm Sunday, and the way the crowd behaves now. How would Jesus feel now? Talk about Simon who carried the cross for Jesus. With the children, develop this part of the story - how would Simon feel? What made him do this for Jesus? How would Jesus feel at this act of kindness? Ask the children which Christian symbol has come from this story. Show children the different crosses and remind them of the palm crosses used in church leading up to Easter.</p>	<p><b>Link to Journey Home:</b> "How might building too close to water affect animals?"</p> <p>Reflection Children discuss: How water helps animals How people might accidentally harm habitats</p>
<p><b>Week</b> <b>5</b> 23<sup>rd</sup> - 27<sup>th</sup> March</p>	<p><b>The Journey Home</b></p>	<p><b>Time</b></p>	<p><b>Computing: <u>Sorting my birds (Data Handling/core)</u></b> <b>Session 4 - Present my data</b></p> <p>Compare different ways of presenting information.</p>	<p><b>Music</b> <b>Spring B</b> <b><u>Kapow unit: Pitch (Musical me)</u></b> Group composition Composing a group piece of music using dynamics and timbre to reflect an emotion; choosing</p>	<p><b>PSHE - Healthy Me:</b> Show the children the Healthy Happy Me Recipe template and explain how they are to complete it. Model the</p>	<p><b>PE</b> PE - Inspired Schools - See separate planning</p> <p><b>PE:</b> <b>Dance</b></p>

<p>Literacy Tree - Text 1 - Week 5</p>			<p>See separate planning.</p> <p><u>Science - Animals</u></p> <p>Find out about and describe the basic needs of animals including humans, for survival. (Water, food, air) Discuss animals in story. How do they get what they need in each place visited.</p> <p>Children to select an animal and record their basic needs and how they are met by their habitat.</p>	<p>instruments to play and making decisions about the structure and sound of the piece before rehearsing and performing.</p> <p><b>Mother's Day Cards Friday</b></p> <p><u>Art/ DT</u></p> <p>Making a vehicle - Project end piece.</p> <p>Children to continue making/ assembling their cars/vehicles using their own designs.</p> <p>Children review and evaluate their final piece, suggesting how they could improve their design and what they would do differently if made again.</p> <p><u>Art skills:</u> <u>Term theme - Watercolour</u> <u>Draw Animals</u></p> <p>Use water colours to paint your chosen animals on to the habitat you completed last week.</p>	<p>types of answers the children might include for each section of the template / body outline. To extend children's thinking in order for them to achieve the 'working beyond' attainment descriptors, teachers may wish to use the following questions. The children could be encouraged to record their responses onto their template/ body outline or an adult may wish to scribe their ideas.</p> <ul style="list-style-type: none"> <li>• Can you think of any unhealthy choices that might be harmful to a person's body?</li> <li>• Why are healthy choices good for us?</li> <li>• Why can unhealthy choices be harmful to us?</li> </ul>	<p>Main activity: <u>Autumn turning to Winter</u></p> <p>Allow chn opportunity to practise their dance form last week. Discuss starting positions and how to show completion. Create a performance space and give each group the opportunity to perform. Other chn to say what they liked and give feedback on improvements.</p> <p>Cool down: Follow the leader</p>
<p><b>Week 6</b> 30<sup>th</sup> -3<sup>rd</sup> April</p> <p>Assessment Week</p>	<p><u>The Journey Home</u></p>	<p>Time</p>	<p>Wednesday and - Easter theme Days (See separate planning)</p> <p>Fantastic Finishers - Foundation Subject Assessments.</p> <p><u>Science - Animals</u></p>	<p><u>Music Spring B</u> <u>Kapow unit: Pitch (Musical me)</u></p> <p>Group composition</p> <p>Composing a group piece of music using dynamics and timbre to reflect an emotion; choosing instruments to play and making decisions about the structure</p>	<p><u>Rainbow Time</u></p>	<p><u>PE</u> <u>PE - Inspired Schools -</u> See separate planning</p> <p><b>Forest Rangers</b> Sensory Trail Story link: Journey Home <b>To use the five senses</b></p>

<p>Monday: Wear blue world autism day</p> <p>Wednesday 2<sup>nd</sup> - Thursday 3<sup>rd</sup> Easter Theme Days</p> <p>Wednesday - Parent crafting, bonnet parade, Easter disco</p> <p>Thursday - AM church assembly</p> <p>Friday - Good Friday</p>			<p>Compare things in story that are living, dead or have never been alive. Look at the different places in story and identify things under headings. E.g., dead leaves, grass, animals and bags / clothing for never lived.</p> <p>Activity - children build group charts under headings, writing on strips of paper and adding.</p>	<p>and sound of the piece before rehearsing and performing.</p>		<p><b>to explore the environment</b> To understand how animals experience the world To show respect and care for nature</p> <p><b>Story link</b> Discuss how animals in Journey Home rely on their senses to survive.</p> <p><b>Question:</b> "Which senses do animals need most?"</p> <p><b>Create a sensory trail</b> In groups, children design a trail using: Textures (smooth, rough, soft) Sounds (tapping, rustling) Smells (soil, leaves)</p> <p><b>Rules:</b> No harm to living plants Everything must be safe and reversible</p> <p><b>Sensory walk</b> Children experience each trail slowly, some with eyes closed.</p> <p><b>Prompts:</b> What did you notice without looking? How did it make you feel?</p>
--	--	--	--	---	--	---

						<b>Reflection &amp; responsibility</b> Circle time: How might noise, pollution, or building affect animals' senses? What small actions can we take to protect habitats?