Year 2 Silver Birch Class Medium-Term Plan
Autumn Term 1 – 2026/2027

Subject:	Week 1 31/8 (3 days)	Week 2 7/9	Week 3 14/9	Week 4 21/9	Week 5 28/9	Week 6 5/10	Week 7 12/10	Week 8 19/10 (3days)
English Text: The penguin who wanted to find out	**Meesha Makes Friends - Reading skills** Managing emotions	**Meesha Makes Friends - Reading skills** Managing emotions	**Information poster** Read it - text Read it – info posters Analyse it	**Information poster** Plan it Draft it – x2 Edit it	**Information poster** Publish it – x2 **Narrative** Read it Analyse it	**Narrative** Imitate it Plan it Draft it x2	**Narrative** Edit it Publish it **Poetry** Read it Analyse it	**Poetry** Imitate & Plan it Draft it Perform it
SPaG	Capital letters, full stops and adjectives.	Using adjectives and expanded noun phrases	Word classes (verbs, nouns, adjectives & adverbs)	Word classes (verbs, nouns, adjectives & adverbs)	Sentence types (statements, commands, exclamations & questions)	Coordinating conjunctions	Subordinating conjunctions	Consolidation
Phonics Little Wandle	**Recap and expectations** Year1 CEW baseline	**Phase 5 Review** /ai/, /ee/, /igh/ and /oa/	**Phase 5 Review** /oo/, /yoo/, /air/, /ur/ and /ow/	**Phase 5 Review** /or/, /zh/, /ch/ and/sh/	**Phase 5 Review** /j/, /s/, /u/, /e/, /i/, /o/, /u/, /oo/ and 'schwa'	**Phase 5 Review** ie for /ee/ and /igh y for /ee/, /igh/ and 'I' ea for /ee/, /e/ and ai a for /a/, /ai/ and /or/	**Phase 5 Review -** Assessment	**Phase 5 Review** Consolidation

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Maths	**Place Value** Number to 20, count objects to 100 by making 10, Recognise 10s and 1s	**Place Value** Using a place value chart. partitioning numbers to 100, writing numbers in words, flexibly partition numbers x2	**Place Value** Write numbers in expanded form, 10s on the number line to 100. 10s and 1s on a number line, estimating numbers on a number line, compare objects	**Place Value** Compare numbers, order objects and numbers, count in 2s,5s and 10s.count in 3s, EUA.	**Addition & Subtraction** Number bonds to 10, fact families, related facts, bonds to 100, add and subtract 1s	**Addition & Subtraction** Add by making 10, add three 1-digit numbers, add to the next 10, add across 10, subtract across 10.	**Addition & Subtraction** Subtract from a 10, subtract a 1digit number from a 2-digit (across 10), 10 more – 10 less, add and subtract 10s and add two 2-digit number (not across 10)	**Addition & Subtraction** Add two 2-digit numbers (across 10), Subtract two 2-digit numbers (not across 10)
Science (Plymouth Science)	**Materials** Identifying and comparing suitability of different materials	**Materials** Identifying and naming a variety of everyday materials	**Materials** Changing shape	**Materials** Comparing suitability of everyday materials for particular users	**Materials** Comparing and grouping based on simple properties	**Materials** Comparing and grouping based on simple properties	**Materials** Assessment opportunity	**Materials** Consolidation and practical application
PE (Get Set for PE) Fundamentals	**Fundamentals** Explore how the body moves when running at different speeds **Yoga** To copy and repeat yoga poses	**Fundamentals** To develop changing direction and dodging **Yoga** To develop an awareness of strength when completing yoga poses	**Fundamentals** To develop balance, stability and landing safely **Yoga** To develop an awareness of flexibility when completing yoga poses	**Fundamentals** To explore and develop jumping, hopping and skipping actions **Yoga** To copy and remember actions linking them into a flow	**Fundamentals** To develop coordination and combining jumps **Yoga** To create a flow, perform and tech it to a partner	**Fundamentals** To develop combination jumping and skipping in an individual rope **Yoga** To explore poses and create a yoga flow	**Fundamentals** Consolidation and assessment opportunity **Yoga** To explore poses and create a yoga flow	**Team Building** To use teamwork skills to work as a group to solve problems

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PSHE (SCARF)		**Me and My Relationships** Pre-unit assessment Our ideal classroom	**Me and My Relationships** How are you feeling today?	**Me and My Relationships** Let's all be happy	**Me and My Relationships** Being a good friend	**Me and My Relationships** Types of bullying	**Me and My Relationships** Don't do that!	**Me and My Relationships** Bullying or teasing? Post unit assessment
Art/DT **(Plant it)**	**Colour Chaos** Piet Mondrian Primary colour collage	**Colour Chaos** Mark Rothko Colour mixing	**Colour Chaos** Paul Klee Painting using tints	**Colour Chaos** Jackson Pollock Drip painting from mixed colours	**Colour Chaos** Robert & Sonia Delaunay Mixing and using warm colours	**Colour Chaos** Wassily Kandinsky Circle painting with mixed colours	**Colour Chaos** Consolidation and evaluation	
Music (Charanga)	**Hands, Feet, Heart!** 'Listen and appraise'	**Hands, Feet, Heart!** 'Learn to sing the song'	**Hands, Feet, Heart!** 'Play your instruments' (glockenspiels)	**Hands, Feet, Heart!** 'Play your instruments' (percussion)	**Hands, Feet, Heart!** 'Improvise'	**Hands, Feet, Heart!** 'Rehearse'	**Hands, Feet, Heart!** ''Perform'	**Hands, Feet, Heart!** ''Perform and record'
Computing (Teach computing)	**Computing systems and networks – IT around us** 'What is IT?'	**Computing systems and networks – IT around us** 'IT in school'	**Computing systems and networks – IT around us** 'IT in the world'	**Computing systems and networks – IT around us** 'The benefits of IT'	**Computing systems and networks – IT around us** 'Using IT safely'	**Computing systems and networks – IT around us** 'Using IT in different ways'	**Project Evolve** Privacy and Security	**Project Evolve** Privacy and Security
RE 'Why do Jewish families talk about repentance at New Year?' (The Emmanuel Project)		**Judaism: Teshuvah** Engage: Saying sorry	**Judaism: Teshuvah** Enquire: Rosh Hashanah	**Judaism: Teshuvah** Explore (1): Repentance and forgiveness in the Jewish story of Jonah	**Judaism: Teshuvah** Explore (2): Putting teshuvah into practice in daily life	**Judaism: Teshuvah** Explore (3): Showing repentance at Yom Kippur	**Judaism: Teshuvah** 'Faith in action' Eva Schloss	**Judaism: Teshuvah** Evaluate: End of unit assessment, KOs, review floor book

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Geography (Collins Primary Connected Geography) 'Why don't penguins need to fly?'	Where is Pip's home and what do we find there? Identify, recognise and describe the key geographical features of the Antarctic environment 	How are penguins able to survive in Antarctica? Identify ways in which penguins are adapted to Antarctic environment 	How does Antarctica compare with the Sahara Desert? Identify countries in Africa which lie within the Sahara Desert & describe the key geographical features Explain why Antarctica is a desert despite being the coldest place on Earth  	How is the Arctic different from the Antarctic? Describe ways that the Arctic region and North is similar to and different from Antarctica and the South Pole and reasons for such differences  	Why are there no Polar Bears in Antarctica? Identify and describe three geographical features of a South American country. 	Why do Marco and Polo find visiting each other too difficult? Compare and contrast the weather and climate of Antarctica and Zambia  	Why do Marco and Polo find visiting each other too difficult? Explain the geographic reasons why Polar Bears would not be found in a rainforest and a monkey would not be found in Antarctica (based upon the text 'The adventures of Marco and Polo) 	End of unit assessment