

# The Good Shepherd Catholic Primary School



## Y2 Medium Term Planning

2025 - 2026

YEAR 2 Autumn 2024		Art and Design   Geography   History   DT   CPU		Science	
Sep 1	History	Events beyond living memory – Great Fire of London	Cycle 1	STRONG START	
	Art	Drawing Block A			
8	History	Events beyond living memory - Great Fire of London		What is alive and what is not?	
	Art	Drawing			
15	History	Events beyond living memory - Great Fire of London		What do all living things have in common?	
	Art	Drawing			
22	History	Events beyond living memory - Great Fire of London		Where do plants and animals live?	
	DT	Textiles Block A			
29	History	Events beyond living memory - Great Fire of London		What plants and animals live in our local environment?	
	DT	Textiles			
OCT 6	History	Events beyond living memory - Great Fire of London	What are food chains? How are they connected?		
	DT	Textiles			
13	ENRICHMENT – Consolidation of History unit – The Great Fire of London Exhibition – Children work together to create an exhibition for parents to visit.		Why do plants and animals need each other?		
20	Geography	Human and physical features	Cycle 2	REMEMBER: what is an animal?	
	Art	Painting Block B			
Nov 3	Geography	Human and Physical features		How do animals change as they mature?	
	Art	Painting			
10	Geography	Compare a small part of the UK to a non-European location		How do we change as we mature?	
	Art	Painting			
17	Geography	Compare a small part of the UK to a non-European location		What do all animals need to stay alive?	
	DT	Food and Nutrition Block B			
24	Geography	Compare a small part of the UK to a non-European location		Keeping healthy: why do we exercise?	
	DT	Food and Nutrition			
Dec 1	Geography	Compare a small part of the UK to a non-European location	Keeping healthy: why do we eat different types of food?		
	DT	Food and Nutrition			
8	Geography	Optional sessions in the learning sequence where you can adapt and add what you want to teach, given the understanding and provision of the children. – Kenya experience – Day to celebrate traditions and customs of Kenya			
15	Christmas performance				

Living things and their habitats

Animals, including humans

## Computing

2	1	Computing systems and networks – IT around us	1	-To recognise the uses and features of information technology	<ul style="list-style-type: none"> <li>-I can describe some uses of computers</li> <li>- I can identify examples of computers</li> <li>- I can identify that a computer is a part of IT</li> </ul>
2	1	Computing systems and networks – IT around us	2	-To identify the uses of information technology in the school	<ul style="list-style-type: none"> <li>- I can identify examples of IT</li> <li>- I can identify that some IT can be used in more than one way</li> <li>- I can sort school IT by what it's used for</li> </ul>
2	1	Computing systems and networks – IT around us	3	-To identify information technology beyond school	<ul style="list-style-type: none"> <li>-I can find examples of information technology</li> <li>- I can sort IT by where it is found</li> <li>- I can talk about uses of information technology</li> </ul>
2	1	Computing systems and networks – IT around us	4	-To explain how information technology helps us	<ul style="list-style-type: none"> <li>-I can demonstrate how IT devices work together</li> <li>- I can recognise common types of technology</li> <li>- I can say why we use IT</li> </ul>
2	1	Computing systems and networks – IT around us	5	-To explain how to use information technology safely	<ul style="list-style-type: none"> <li>-I can list different uses of information technology</li> <li>- I can say how rules can help keep me safe</li> <li>- I can talk about different rules for using IT</li> </ul>
2	1	Computing systems and networks – IT around us	6	-To recognise that choices are made when using information technology	<ul style="list-style-type: none"> <li>-I can explain the need to use IT in different ways</li> <li>- I can identify the choices that I make when using IT</li> <li>- I can use IT for different types of activities</li> </ul>
2	2	Creating media – Digital photography	1	-To use a digital device to take a photograph	<ul style="list-style-type: none"> <li>-I can explain what I did to capture a digital photo</li> <li>- I can recognise what devices can be used to take photographs</li> <li>- I can talk about how to take a photograph</li> <li>-I can explain the process of taking a good photograph</li> </ul>
2	2	Creating media – Digital photography	2	-To make choices when taking a photograph	<ul style="list-style-type: none"> <li>- I can explain why a photo looks better in portrait or landscape format</li> <li>- I can take photos in both landscape and portrait format</li> </ul>
2	2	Creating media – Digital photography	3	-To describe what makes a good photograph	<ul style="list-style-type: none"> <li>-I can discuss how to take a good photograph</li> <li>- I can identify what is wrong with a photograph</li> <li>- I can improve a photograph by retaking it</li> </ul>
2	2	Creating media – Digital photography	4	-To decide how photographs can be improved	<ul style="list-style-type: none"> <li>-I can experiment with different light sources</li> <li>- I can explain why a picture may be unclear</li> <li>- I can explore the effect that light has on a photo</li> <li>-I can explain my choices</li> </ul>
2	2	Creating media – Digital photography	5	-To use tools to change an image	<ul style="list-style-type: none"> <li>- I can recognise that images can be changed</li> <li>- I can use a tool to achieve a desired effect</li> <li>-I can apply a range of photography skills to capture a photo</li> </ul>
2	2	Creating media – Digital photography	6	-To recognise that photos can be changed	<ul style="list-style-type: none"> <li>- I can identify which photos are real and which have been changed</li> <li>- I can recognise which photos have been changed</li> </ul>

## Learning Goals

### Learning Behaviour



Personal

### Keep Trying

#### Emerging

- I can follow instructions, practise safely and work on simple tasks by myself.

#### Expected

- I try several times if at first I don't succeed and ask for help when appropriate.

#### Exceeding

- I know where I am with my learning.
- I have begun to challenge myself.

### Fundamental Movement Skills



Coordination  
Footwork



Static Balance  
One Leg Balance

In this unit, the children will develop and apply their footwork and one leg balance through focused skill development sessions, cooperative and competitive games.



#### Emerging

I can complete **some** Green challenges



#### Expected

I can complete **all** Green challenges



#### Exceeding

I can complete **some** Red challenges

Activate  
Go to Settings

## Unit 2



Social

### Help and Encourage

This unit focuses on developing every child's ability to help, praise and encourage others.



Dynamic Balance to Agility  
Jumping and Landing



Static Balance  
Seated Balance

In this unit, the children will develop and apply their jumping and landing and seated balance through focused skill development sessions, cooperative and competitive games.

YEAR 2 Spring 2025		Science			
Jan 5	History	Events beyond living memory - flight Printmaking Block C	Cycle 3	Uses of everyday materials	
	Art				STRONG START
12	History	Events beyond living memory - flight Printmaking			What are materials used for? Categorise and compare wood, metal, plastic and glass.
	Art				What are materials used for? Categorise and compare ceramics, rock, paper and card, and fabric.
19	History	Events beyond living memory - flight Printmaking			What happens when we squash, bend, twist or stretch a material?
	Art				What's the right material for the job?
26	History	Events beyond living memory - flight Mechansims Block C			What's the best absorbent material?
	DT				Who invented waterproofing?
Feb 2	History	Events beyond living memory - flight Mechansims			
	DT				
9	History	Events beyond living memory - flight Mechansims			
	DT				
23	History	Events beyond living memory - flight Textiles and collage			
	Art				
March 2	Geography	Fieldwork and map skills	Cycle 4	Revisit Living things and their habitats / materials	
	Art	Textiles and collage			
9	Computing	See grid below			What is it made from?
	Art	Textiles and collage			Compare: what is alive, what is not alive and what has never been alive?
16	Geography	Fieldwork and map skills			What materials do our pets have or need? Why is that?
	DT	Understanding Materials Block D			
23	Geography	Fieldwork and map skills			
	DT	Understanding Materials			
Easter break					

Computing

Programming A – Robot algorithms	1	-To describe a series of instructions as a sequence	-I can choose a series of words that can be enacted as a sequence -I can follow instructions given by someone else -I can give clear instructions
Programming A – Robot algorithms	2	-To explain what happens when we change the order of instructions	two sequences that consist of the same commands -I can use an algorithm to program a sequence on a floor robot -I can use the same instructions to create different algorithms
Programming A – Robot algorithms	3	-To use logical reasoning to predict the outcome of a program	-I can compare my prediction to the program outcome -I can follow a sequence -I can predict the outcome of a sequence
Programming A – Robot algorithms	4	-To explain that programming projects can have code and artwork	-I can explain the choices I made for my mat design -I can identify different routes around my mat -I can test my mat to make sure that it is usable
Programming A – Robot algorithms	5	-To design an algorithm	-I can create an algorithm to meet my goal -I can explain what my algorithm should achieve -I can use my algorithm to create a program
Programming A – Robot algorithms	6	-To create and debug a program that I have written	-I can plan algorithms for different parts of a task -I can put together the different parts of my program -I can test and debug each part of the program
Data and information – Pictograms	1	-To recognise that we can count and compare objects using tally charts	-I can compare totals in a tally chart -I can record data in a tally chart -I can represent a tally count as a total
Data and information – Pictograms	2	-To recognise that objects can be represented as pictures	-I can enter data onto a computer -I can use a computer to view data in a different format -I can use pictograms to answer simple questions about objects
Data and information – Pictograms	3	-To create a pictogram	-I can explain what the pictogram shows -I can organise data in a tally chart -I can use a tally chart to create a pictogram
Data and information – Pictograms	4	-To select objects by attribute and make comparisons	-I can answer 'more than'/'less than' and 'most/least' questions about an attribute -I can create a pictogram to arrange objects by an attribute -I can tally objects using a common attribute
Data and information – Pictograms	5	-To recognise that people can be described by attributes	-I can choose a suitable attribute to compare people -I can collect the data I need -I can create a pictogram and draw conclusions from it
Data and information – Pictograms	6	-To explain that we can present information using a computer	-I can give simple examples of why information should not be shared -I can share what I have found out using a computer -I can use a computer program to present information in different ways

### Unit 3



#### Understand Performance

This unit focuses on developing every child's ability to recognise similarities and differences in performance.



**Dynamic Balance**  
Dynamic Balance



**Static Balance**  
Stance

In this unit, the children will develop and apply their dynamic balance on a line and stance through focused skill development sessions, cooperative and competitive games.

### Unit 4



#### Link Movements

This unit focuses on developing every child's ability to select and link different movements together using a stimuli.



**Coordination**  
Ball Skills



**Counter Balance**  
Counter Balance

In this unit, the children will develop and apply their ball skills and counter balance with a partner through focused skill development sessions, cooperative and competitive games.

YEAR 2 Summer 2025				Science		
13 April	Computing	See grid below	Cycle 5		Plants	
	DT	Understanding Materials				
20	History	Significant historical events, people, places in our locality. Walter Tull, Shoe industry, Fire of Northampton				STRONG START
	Art	3D Block E				
27	History	Significant historical events, people, places in our locality. Walter Tull, Shoe industry, Fire of Northampton				How do seeds germinate and what happens?
	Art	3D				
May 4	Computing	See grid below				What happens when bulbs sprout?
	Art	3D				
11	History	Significant historical events, people, places in our locality. Walter Tull, Shoe industry, Fire of Northampton				What do plants need to thrive and be healthy?
	DT	Food and Nutrition				
18	History	Significant historical events, people, places in our locality. Walter Tull, Shoe industry, Fire of Northampton				What can happen if plants don't get the things they need?
	DT	Food and Nutrition				
June 1	Computing	See grid below				What do I notice about plants around the school? How are they healthy? How are they unhealthy?
	DT	Food and Nutrition				
Jun 8	Geography	Compare a different non-European location to ours – Amazon rainforest	Cycle 6	Show what you know How do seeds and bulbs grow? What do plants need to be healthy?	Revisit Living things and their habitats / Animals, including humans	
	Art	Creative Response Block F				
15	Geography	Compare a different non-European location to ours – Amazon rainforest				
	Art	Creative Response				
22	Geography	Compare a different non-European location to ours – Amazon rainforest				How do seeds and bulbs grow?
	Art	Creative Response				
39	Geography	Compare a different non-European location to ours – Amazon rainforest				What do I know about animals, including humans?
	DT	Structures				
Jul 6	Geography	Compare a different non-European location to ours – Amazon rainforest				What do plants need to thrive and be healthy?
	DT	Structures				
13	Geography	Compare a different non-European location to ours – Amazon rainforest				
	DT	Structures				

5	Creating media - Digital music	1	-To say how music can make us feel	<ul style="list-style-type: none"> <li>-I can describe music using adjectives</li> <li>- I can identify simple differences in pieces of music</li> <li>- I can say what I do and don't like about a piece of music</li> </ul>
5	Creating media - Digital music	2	-To identify that there are patterns in music	<ul style="list-style-type: none"> <li>-I can create a rhythm pattern</li> <li>- I can explain that music is created and played by humans</li> <li>- I can play an instrument following a rhythm pattern</li> </ul>
5	Creating media - Digital music	3	-To experiment with sound using a computer	<ul style="list-style-type: none"> <li>-I can connect images with sounds</li> <li>- I can relate an idea to a piece of music</li> <li>- I can use a computer to experiment with pitch</li> <li>-I can explain how my music can be played in different ways</li> </ul>
5	Creating media - Digital music	4	-To use a computer to create a musical pattern	<ul style="list-style-type: none"> <li>- I can identify that music is a sequence of notes</li> <li>- I can refine my musical pattern on a computer</li> <li>-I can add a sequence of notes to my rhythm</li> </ul>
5	Creating media - Digital music	5	-To create music for a purpose	<ul style="list-style-type: none"> <li>- I can create a rhythm which represents an animal I've chosen</li> <li>- I can create my animal's rhythm on a computer</li> <li>-I can explain how I changed my work</li> </ul>
5	Creating media - Digital music	6	-To review and refine our computer work	<ul style="list-style-type: none"> <li>- I can listen to music and describe how it makes me feel</li> <li>- I can review my work</li> </ul>
6	Programming B - Programming quizzes	1	-To explain that a sequence of commands has a start	<ul style="list-style-type: none"> <li>-I can identify that a program needs to be started</li> <li>- I can identify the start of a sequence</li> <li>- I can show how to run my program</li> </ul>
6	Programming B - Programming quizzes	2	-To explain that a sequence of commands has an outcome	<ul style="list-style-type: none"> <li>-I can change the outcome of a sequence of commands</li> <li>- I can match two sequences with the same outcome</li> <li>- I can predict the outcome of a sequence of commands</li> </ul>
6	Programming B - Programming quizzes	3	-To create a program using a given design	<ul style="list-style-type: none"> <li>-I can build the sequences of blocks I need</li> <li>- I can decide which blocks to use to meet the design</li> <li>- I can work out the actions of a sprite in an algorithm</li> </ul>
6	Programming B - Programming quizzes	4	-To change a given design	<ul style="list-style-type: none"> <li>-I can choose backgrounds for the design</li> <li>- I can choose characters for the design</li> <li>- I can create a program based on the new design</li> </ul>
6	Programming B - Programming quizzes	5	-To create a program using my own design	<ul style="list-style-type: none"> <li>-I can build sequences of blocks to match my design</li> <li>- I can choose the images for my own design</li> <li>- I can create an algorithm</li> </ul>
6	Programming B - Programming quizzes	6	-To decide how my project can be improved	<ul style="list-style-type: none"> <li>-I can compare my project to my design</li> <li>- I can debug my program</li> <li>- I can improve my project by adding features</li> </ul>

## Unit 5



### Sequence Movements and Skills

This unit focuses on developing every child's ability to sequence different movements and skills together.



**Coordination**  
Sending and Receiving



**Agility**  
Reaction / Response

In this unit, the children will develop and apply their sending and receiving and reaction and response through focused skill development sessions, cooperative and competitive games.

## Unit 6



### Practise Safely

This unit focuses on developing every child's ability to use equipment appropriately and move and land safely.



**Agility**  
Ball Chasing



**Static Balance**  
Floor Work

In this unit, the children will develop and apply their ball chasing and floor work balance through focused skill development sessions, cooperative and competitive games.