

The Good Shepherd Catholic Primary School



Y2 Medium Term Planning

2026 - 2027

W/C	AUTUMN 1	W/C	SPRING 1	W/C	SUMMER 1
02/09	Cusp Art and Design Drawing Block A	04/01	Cusp Design and Technology - Food and nutrition block B	12/04	Cusp Science - Plants
07/09	Cusp Science Living things and Habitats	11/01	Cusp science – Use of everyday materials	19/04	
14/09		18/01	Cust Art and Design – Printmaking block C	26/04	Cusp Design Technology – Food and nutrition Block E
21/09	Design & Technology Textiles Block A	25/01	Cusp Design and Technology – Mechanisms -block C	03/05	Cusp Geography – Compare a different non- European location to our locality – Amazon Rainforest
28/09	Cusp History Events beyond living memory -The Great Fire of London	01/02	Cusp – Science Use of everyday materials	10/05	Art and Design – 3D – Block E
05/10		08/02	Music -Introducing rhythm and pulse – Block C	17/05	History – Significant historical events, people, places in our locality
12/10	Music- experimenting with sounds block A			24/05	Music – Introducing tempo and dynamics
19/10	Cusp science – strong start				

HALF TERM

W/C	AUTUMN 2	W/C	SPRING 2	W/C	SUMMER 2
02/11	Cusp Science – Animals including humans	22/02	Cusp – Design & Technology – Understanding materials Block D	07/06	Cusp Design & Technology- Structures block F
09/11		01/03	Cusp – Science -Revisit Livings things and habitats/materials	14/06	Cusp Geography – fieldwork and map skills
16/11	Cusp Geography – Human and Physical features	08/03	Cusp History – Events beyond living memory - Flight	21/06	
23/11	Cusp – Art and Design – Painting block B	15/03	Cusp Art and Design Textiles and Collage Block D	28/06	Cusp Science – Revisit living things and habitats/animals including humans
30/11	Cusp – Geography - Compare a small part of the Uk to a Non- European location London and Nairobi	22/03	Music – Introducing pitch -Block D	05/07	Cusp Art and Design – Creative response -Block F
07/12				12/07	Cusp – Music -exploring emotions through music
14/12					

2	1	Computing systems and networks – IT around us	1	-To recognise the uses and features of information technology	-I can describe some uses of computers - I can identify examples of computers - I can identify that a computer is a part of IT
2	1	Computing systems and networks – IT around us	2	-To identify the uses of information technology in the school	-I can identify examples of IT - I can identify that some IT can be used in more than one way - I can sort school IT by what it's used for - I can find examples of information technology
2	1	Computing systems and networks – IT around us	3	-To identify information technology beyond school	- I can sort IT by where it is found - I can talk about uses of information technology
2	1	Computing systems and networks – IT around us	4	-To explain how information technology helps us	-I can demonstrate how IT devices work together - I can recognise common types of technology - I can say why we use IT
2	1	Computing systems and networks – IT around us	5	-To explain how to use information technology safely	-I can list different uses of information technology - I can say how rules can help keep me safe - I can talk about different rules for using IT
2	1	Computing systems and networks – IT around us	6	-To recognise that choices are made when using information technology	-I can explain the need to use IT in different ways - I can identify the choices that I make when using IT - I can use IT for different types of activities

Learning Goals

Learning Behaviour

**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 Set

Autumn 1	Autumn 2
Block 1 Number Number and Place Value	Block 4 Measurement, Number
Block 2 Number Addition and Subtraction	Block 5 Number Multiplication and Division (x10 and ÷10)
Block 3 Number Multiplication and Division	Block 6 Statistics

Saint Patrick - Class saint**Creation and Covenant**

1)The Story of Noah

2)God makes a covenant with Noah

3)Stewardship

4) God's gift of creation

5)The sacrament of Baptism

6)The sacrament of Baptism – Signs and symbols

Autumn 2 2026

2	2	Creating media – Digital photography	1	-To use a digital device to take a photograph	- I can explain what I did to capture a digital photo - I can recognise what devices can be used to take photographs - I can talk about how to take a photograph - I can explain the process of taking a good photograph
2	2	Creating media – Digital photography	2	-To make choices when taking a photograph	- I can explain why a photo looks better in portrait or landscape format - I can take photos in both landscape and portrait format
2	2	Creating media – Digital photography	3	-To describe what makes a good photograph	- I can discuss how to take a good photograph - I can identify what is wrong with a photograph - I can improve a photograph by retaking it
2	2	Creating media – Digital photography	4	-To decide how photographs can be improved	- I can experiment with different light sources - I can explain why a picture may be unclear - I can explore the effect that light has on a photo - I can explain my choices
2	2	Creating media – Digital photography	5	-To use tools to change an image	- I can recognise that images can be changed - I can use a tool to achieve a desired effect - I can apply a range of photography skills to capture a photo
2	2	Creating media – Digital photography	6	-To recognise that photos can be changed	- I can identify which photos are real and which have been changed - I can recognise which photos have been changed

Unit 2**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.

Prophecy and Promise

- 1) The prophet Isaiah
- 2) The Annunciation of John the Baptist
- 3) The Annunciation of Jesus
- 4) The Visitation
- 5) The birth of John the Baptist and Zechariah's voice is restored
- 6) The Birth of Jesus

Autumn 2

Block 4
Measurement, Number

Block 5
Number
 Multiplication and Division
 (x10 and ÷10)

Block 6
Statistics

Literacy

Autumn Term Reading

Grandad's Island



Aesop's Fables – The Goose that Laid the Golden Eggs



Mrs Noah's Pockets



Paddington



The Christmas Pine, Julia Donaldson



Autumn Term Writing

Character Descriptions (Block A)



Poems: Developing Vocabulary (Block A)



Simple Retelling of a Narrative (Block A)



Formal Invitations (Block A)



Stories from Other Cultures (Block A)



Spring 1 2027

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

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.

Maths

Spring 1

**Block 7
Measurement**

(money)

**Block 8
Number**

Addition and Subtraction

**Block 9
Number**

Multiplication and Division
(x2 and ÷2)

**Block 10
Number**

Fractions

RE

Galilee to Jerusalem

Learning focus 1- The preaching of John the Baptist

LF2 – Jesus is baptised and the temptation in the wilderness and Jesus begins to preach

LF3- The cure of a paralytic

LF4- The choice of twelve

LF5-The calming of the storm

LF6-Parable of the lost sheep

Literacy

Spring Term Reading



The Quangle Wangle's Hat



Coming to England



The Street Beneath My Feet



Rhythm of the Rain



Aesop's Fables – The Sun and The Wind



Spring Term Writing



Poetry on a Theme: Humorous (Block A)



Non-chronological Reports with Additional Guidance for Clarity (Block A)



Formal Invitations (Block B)



Recount from Personal Experience (Block A)



Simple Retelling of a Narrative (Block B)



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 4



PE



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.

Maths

Spring 2

Block 11
Number

Addition and Subtraction

Block 12
NumberMultiplication and Division
(x5 and ÷5)Block 13
GeometryBlock 14
Measurement

(time)

RE

Desert to Garden

LF1 -Jesus enters Jerusalem

LF2 – The last Supper

LF3 – The crucifixion and death of Jesus

LF4 – The Easter vigil

LF5 – Peters message

Peter at the Tomb

Summer 1 2027

5	Creating media - Digital music	1	-To say how music can make us feel	-I can describe music using adjectives -I can identify simple differences in pieces of music -I can say what I do and don't like about a piece of music
5	Creating media - Digital music	2	-To identify that there are patterns in music	-I can create a rhythm pattern -I can explain that music is created and played by humans -I can play an instrument following a rhythm pattern
5	Creating media - Digital music	3	-To experiment with sound using a computer	-I can connect images with sounds -I can relate an idea to a piece of music -I can use a computer to experiment with pitch
5	Creating media - Digital music	4	-To use a computer to create a musical pattern	-I can explain how my music can be played in different ways -I can identify that music is a sequence of notes -I can refine my musical pattern on a computer
5	Creating media - Digital music	5	-To create music for a purpose	-I can add a sequence of notes to my rhythm -I can create a rhythm which represents an animal I've chosen -I can create my animal's rhythm on a computer
5	Creating media - Digital music	6	-To review and refine our computer work	-I can explain how I changed my work -I can listen to music and describe how it makes me feel -I can review my work

PE

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.

Maths

Summer 1

Block 15 Number

Addition and Subtraction

Block 16 Number

Fractions

Block 17 Measurement

(time)

RE

Branch 5 -To the ends of the Earth

LF1-Jesus appears to the Apostles and the Ascension

LF2-Pentecost and Peter talks to the crowd

LF3 - Pentecost and Peter talks to the crowd

LF4 -Conversion of Saul

LF5-Fruits of the Holy Spirit

LF6- Living out the fruits of the Spirit

Literacy

Summer Term Reading

Little People Big Dreams, David Attenborough



Fantastically Great Women Who Changed the World



Fantastic Mr Fox



Summer Term Writing

Non-chronological Reports: Builds on CUSP Significant People (Block B)



Recount from Personal Experience (Block B)



Character Descriptions (Block B)



Poetry: Developing Vocabulary (Block B)



Stories from Other Cultures (Block B)



Poetry on a Theme: Humorous (Block B)



Summer 2 2027

Computing

6	Programming B - Programming quizzes	1	-To explain that a sequence of commands has a start	-I can identify that a program needs to be started -I can identify the start of a sequence -I can show how to run my program
6	Programming B - Programming quizzes	2	-To explain that a sequence of commands has an outcome	-I can change the outcome of a sequence of commands -I can match two sequences with the same outcome -I can predict the outcome of a sequence of commands
6	Programming B - Programming quizzes	3	-To create a program using a given design	-I can build the sequences of blocks I need -I can decide which blocks to use to meet the design -I can work out the actions of a sprite in an algorithm
6	Programming B - Programming quizzes	4	-To change a given design	-I can choose backgrounds for the design -I can choose characters for the design -I can create a program based on the new design
6	Programming B - Programming quizzes	5	-To create a program using my own design	-I can build sequences of blocks to match my design -I can choose the images for my own design -I can create an algorithm
6	Programming B - Programming quizzes	6	-To decide how my project can be improved	-I can compare my project to my design -I can debug my program -I can improve my project by adding features



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.

Summer 2

Block 18 Number

Multiplication and Division

Block 19 Multi

(know and do)

Block 20 Geometry

Block 21 Number

Addition and Subtraction

