

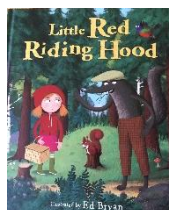




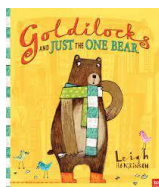

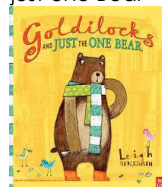
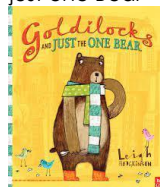







Roe Green Infant School  
MEDIUM TERM PLANNING 2025-26  
YEAR 2 – Autumn Term Theme Changes



		SUBJECT SPECIFIC VOCABULARY FOR EACH LESSON WILL BE SHOWN ON THE WEEKLY PLANS														
		Week 1 1/9/25	Week 2 8/9/25	Week 3 15/9/25	Week 4 22/9/25	Week 5 29/9/25	Week 6 6/10/25	Week 7 13/10/25	Week 8 20/10/25	Week 9 3/11/25	Week 10 10/11/25	Week 11 17/11/25	Week 12 24/11/25	Week 13 1/12/25	Week 14 8/12/25	Week 15 15/12/25
AUTUMN	ENGLISH	<b>Key Text:</b> Little Red Riding Hood 	<b>Key Text:</b> Little Red Riding Hood 	<b>Key Text:</b> Little Red Riding Hood 	<b>Key Text:</b> Little Red Riding Hood 	<b>Key Text:</b> The Wolf Story 	<b>Key Text:</b> The Wolf Story 	<b>Key Text:</b> The Wolf Story 	<b>Key Text:</b> Goldilocks and just one Bear 	<b>Key Text:</b> Instructional Writing 	<b>Key Text:</b> Goldilocks and just one Bear 	<b>Key Text:</b> Goldilocks and just one Bear 	<b>Key Text:</b> Owl who was afraid of the Dark 	<b>Key Text:</b> Owl who was afraid of the Dark 	<b>Key Text:</b> Assessment Week	<b>Key Text:</b> Owl who was afraid of the Dark 
		<b>Writing:</b> Read the book Sequence the main events of the story  <b>Skill:</b> Discussing and clarifying the meanings of words, linking new meanings to known vocabulary  Discussing the sequence of events in books and how items of information are related  Recognising simple recurring literary language in stories	<b>Writing:</b> Describe the forest scene. Describe Little Red Riding Hood  Write a character description of LRRH  <b>Skill:</b> Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales	<b>Writing:</b> Whoosh Activity  Oral retell of the story  Story map  <b>Skill:</b> Planning or saying out loud what they are going to write about  Encapsulating what they want to say, sentence by sentence  writing down ideas and/or key words, including new vocabulary	<b>Writing:</b> Retell the story by changing the ending  <b>Skill:</b> Discussing the sequence of events in books and how items of information are related  Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales  Discussing the sequence of events in books	<b>Writing:</b> Read the story Whoosh exercise  Describe the wolf  Wolf comparison with the wolf in the traditional story  <b>Skill:</b> Expanded noun phrases to describe and specify	<b>Writing:</b> To ask questions linked to the text Other types of questions Hot seat LRRH Wolf asks her questions Practice to write a letter from Mr Wolf to LRRH  <b>Skill:</b> Planning or saying out loud what they are going to write about  Encapsulating what they want to say, sentence by sentence  writing down ideas and/or key words, including new vocabulary  Writing for different purposes	<b>Writing:</b> <b>Big Write:</b> To write a letter from the wolf to the woodcutter  <b>Skill:</b> Encapsulating what they want to say, sentence by sentence  Writing for different purposes	<b>Writing:</b> Read the original story of G and the TB  To write a poem about the original Goldilocks  Read new story  <b>Skill:</b> writing poetry  writing for different purposes	<b>Instructional writing:</b> How to make a poppy  To write instructions about how to make a poppy  <b>Skill:</b> Recognise and use sentences with different forms: statement, question, exclamation, command  Use the present consistently  Writing for different purposes	<b>Writing:</b> Whoosh  Story map  To describe a city setting.  To write noun phrases (Bear from GJOB)  To write different types of sentences  To learn different words for 'said'  <b>Skill:</b> planning or saying out loud what they are going to write about  Writing down ideas and/or key words including new vocabulary	<b>Writing:</b> To plan a story  To be able to change aspects of the main story ( <b>Closed procedure</b> )  <b>Big Write:</b> To write the story of Goldilocks and just the one bear with changes  <b>Skill:</b> Encapsulating what they want to say, sentence by sentence  Writing narratives about personal experiences and those of others (real and fictional) Writing about real events	<b>Writing:</b> Big Write To compare the hospital before and after Florence Nightingale improved them <b>Letter/Diary extract</b>  <b>Whole Class Reading: The owl who was afraid of the dark (Jill Tomlinson)</b>  <b>Skill:</b> Encapsulating what they want to say, sentence by sentence  writing for different purposes  Writing narratives about personal experiences and those of others (real and fictional) Writing about real events	<b>Writing:</b> Big Write Editing  <b>Skill:</b> Evaluating their writing with the teacher and other pupils  Rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently.  Proofreading to check for errors in spelling, grammar and punctuation  Checking that the text makes sense to them as they read and correcting inaccurate reading	<b>Writing:</b> <b>NTS Assessment</b>  <b>Skill:</b> Read for themselves making inferences on the basis of what is being said and done  Answering and asking questions	


		<b>Phonics:</b> <b>Bugclub phase 4</b> <b>unit 12</b>	<b>Phonics:</b> <b>Bugclub phase 5</b> <b>unit 13</b> Phoneme /w/ written as 'wh' 'ph'	<b>Phonics:</b> <b>Bugclub phase 5</b> <b>unit 14</b> Phoneme /ai/ written as 'ay' Phoneme /ai/ written as 'a-e' Phoneme /ai/ written as 'eigh' 'ey' 'ei'	<b>Phonics:</b> <b>Bugclub phase 5</b> <b>unit 15</b> Phoneme /ee/ written as 'ea' Phoneme ee/ written as 'e-e' Phoneme /ee/ written as 'ie' 'ey' 'y'	<b>Phonics:</b> <b>Bugclub phase 5</b> <b>unit 16</b> Phoneme /igh/ written as 'ie' Phoneme /igh/ written as 'i-e' Phoneme /igh/ written as 'y'    Phoneme /igh/ written as 'i'	<b>Phonics:</b> <b>Bugclub phase 5</b> <b>unit 17</b> Phoneme /oa/ written as 'ow' Phoneme /oa/ written as 'o-e' Phoneme /oa/ written as ''o' and 'oe'	<b>Phonics:</b> <b>Bugclub phase 5</b> <b>unit 18</b> Phoneme long/oo/ written as ' 'ew' Phoneme long/oo/ written as 'ue' Phoneme long/oo/ written as ''o' and 'u-e' Phoneme short/oo/ written as ''u' and 'oul'	<b>Phonics:</b> <b>Bugclub phase 5</b> <b>unit 19</b> Phoneme /or/ written as ' 'aw' Phoneme /or/ written as 'au' Phoneme /or/ written as 'al'	<b>Phonics:</b> <b>Bugclub phase 5</b> <b>unit 20</b> Phoneme /ur/ written as ' 'ir' Phoneme /ur/ written as 'er' Phoneme /ur/ as 'ear'	<b>Phonics:</b> <b>Bugclub phase 5</b> <b>unit 21</b> Phoneme /ow/ written as ' 'ou' Phoneme /oi/ ' ' written as ' 'oy'	<b>Phonics:</b> <b>Bugclub phase 5</b> <b>unit 22</b> Phoneme /ear/ written as ' 'ere' and 'eer' Phoneme /air/ written as 'are' and 'ear'	<b>Phonics:</b> <b>Bugclub phase 5</b> <b>unit 23</b> Phoneme /c/ written as ' 'c' Phoneme /c/ written as 'k' Phoneme /c/ written as 'ck' Phoneme /c/ written as 'ch'	<b>Phonics:</b> <b>Bugclub phase 5</b> <b>unit 24</b> Phoneme /s/ written as ' ' 'c(e)' c(i)' c(y)' Phoneme /s/ written as 'sc' and st(l)' Phoneme /s/ and /z/ written as 'se'	<b>Phonics:</b> <b>Bugclub</b> <b>phase 5</b> <b>unit 25</b> Phoneme /j/ written as ' ' 'g(e)' g(i)' g(y)' Phoneme /j/ written as 'dge'	<b>Phonics:</b> <b>Bugclub</b> <b>phase 5</b> <b>unit 26</b> Phoneme /l/ written as ' ' 'le' Phoneme /m/ written as 'mb' Phoneme /n/ written as 'kn' and 'gn' Phoneme /r/ written as 'wr'
		<b>Library:</b> Library Fairy Tales Read, discuss and retell fairy tales  <b>Skill:</b> Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales  Recognising simple recurring literary language in stories and poetry	<b>Library:</b> Fairy Tales  Read, discuss and retell fairy tales  <b>Skill:</b> Alternative Fairy Tales Compare alternative tales with their original version	<b>Library:</b> Fairy Tales Compare different fairy tales  <b>Skill:</b> Discussing their favourite words and phrases  Discussing the sequence of events in books and how items of information are related  Drawing on what they already know or on background information and vocabulary provided by the teacher	<b>Library:</b> Fairy Tales Compare different fairy tales  <b>Skill:</b> Discussing their favourite words and phrases  Discussing the sequence of events in books and how items of information are related  Drawing on what they already know or on background information and vocabulary provided by the teacher	<b>Library:</b> Alternative Fairy Tales Read alternative fairy tales  <b>Skill:</b> Discussing the sequence of events in books and how items of information are related  Making inferences on the basis of what is being said and done  predicting what might happen on the basis of what has been read so far	<b>Library:</b> Alternative Fairy Tales Read alternative fairy tales  <b>Skill:</b> Discussing the sequence of events in books and how items of information are related  Making inferences on the basis of what is being said and done  predicting what might happen on the basis of what has been read	<b>Library:</b> Alternative Fairy Tales Compare alternative tales with their original version  <b>Skill:</b> Explain and discuss their understanding of books, both those that they listen to and those that they read for themselves	<b>Library:</b> Alternative Fairy Tales Read alternative fairy tales  <b>Skill:</b> Listening to, discussing and expressing views about a wide range of stories and non-fiction at a level beyond that at which they can read independently	<b>Library:</b> Non-Fiction Significant Figures Shared reading and answering questions about a significant figure  <b>Skill:</b> Discussing the sequence of events in books and how items of information are related  Making inferences on the basis of what is being said and done  predicting what might happen on the basis of what has been read	<b>Library:</b> Alternative Fairy Tales Compare alternative tales with their original version  <b>Skill:</b> Participate in discussion about books, that are read to them & those that they can read for themselves, taking turns and listening to what others say	<b>Library:</b> Alternative Fairy Tales Compare alternative tales with their original version  <b>Skill:</b> Participate in discussion about books that are read to them & those that they can read for themselves, taking turns and listening to what others say	<b>Library:</b> Non-Fiction Significant Figures Research on Florence Nightingale using books  <b>Skill:</b> Being introduced to non-fiction books that are structured in different ways  Explain and discuss their understanding of books and other material, both those that they listen to and those that they read for themselves	<b>Library:</b> Non-Fiction Significant Figures Research on Florence Nightingale using books  <b>Skill:</b> Being introduced to non-fiction books that are structured in different ways  Explain and discuss their understanding of book and other material, both those that they listen to and those that they read for themselves	<b>Library:</b> Non-Fiction Significant Figures Link to History  <b>Skill:</b> Participate in discussion about books & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say	







	RE		<p>What Do Muslims believe about God?</p> <p><b>Skills:</b> Recount beliefs, practices and sources with correct vocabulary.</p> <p>Recount with correct vocabulary the actions, symbols and features of identity and belonging.</p>	<p>Why do Muslims pray?</p> <p><b>Skills:</b> Recount beliefs, practices and sources with correct vocabulary.</p> <p>Recount with correct vocabulary the actions, symbols and features of identity and belonging.</p>	<p>The Five Pillars</p> <p><b>Skills:</b> Recount beliefs, practices and sources with correct vocabulary.</p> <p>Recount with correct vocabulary the actions, symbols and features of identity and belonging.</p>	<p>The use of symbols - What's the hidden meaning? (Judaism)</p> <p><b>Skills:</b> Recount beliefs, practices and sources with correct vocabulary.</p> <p>Recount with correct vocabulary the actions, symbols and features of identity and belonging.</p>	<p>Why is headwear important? (Judaism)</p> <p><b>Skills:</b> Recount beliefs, practices and sources with correct vocabulary.</p> <p>Recount with correct vocabulary the actions, symbols and features of identity and belonging.</p>	<p>Can you wear your heart on your sleeve, or head? (Judaism)</p> <p><b>Skills:</b> Recount beliefs, practices and sources with correct vocabulary.</p> <p>Recount with correct vocabulary the actions, symbols and features of identity and belonging.</p>	<p>How can we tell Jesus is special from the Easter story?</p> <p><b>Skills:</b> Recount beliefs, practices and sources with correct vocabulary.</p> <p>Recount with correct vocabulary the actions, symbols and features of identity and belonging.</p>	<p>Why is light used as a symbol for Jesus?</p> <p><b>Skills:</b> Recount beliefs, practices and sources with correct vocabulary.</p> <p>Recount with correct vocabulary the actions, symbols and features of identity and belonging.</p>	<p>Why is light used as a symbol for Jesus?</p> <p><b>Skills:</b> Recount beliefs, practices and sources with correct vocabulary.</p> <p>Recount with correct vocabulary the actions, symbols and features of identity and belonging.</p>	<p>Why are their different crosses and crucifixes?</p> <p><b>Skills:</b> Recount beliefs, practices and sources with correct vocabulary.</p> <p>Recount with correct vocabulary the actions, symbols and features of identity and belonging</p>	<p>Is God the same in all religions? (Sikhism)</p> <p><b>Skills:</b> Recount beliefs, practices and sources with correct vocabulary.</p> <p>Recount with correct vocabulary the actions, symbols and features of identity and belonging</p>	<p>How can what we wear show what some believe God is like? (Sikhism)</p> <p><b>Skills:</b> Recount beliefs, practices and sources with correct vocabulary.</p> <p>Recount with correct vocabulary the actions, symbols and features of identity and belonging</p>	<p><b>End of Unit Quiz</b></p>	
	COMPUTING		<p><b>FF</b> Computing systems and networks 1:</p> <p>What is a computer?</p> <p>Computer parts</p> <p>To recognise the parts of a computer</p>		<p><b>FF</b> Computing systems and networks 1:</p> <p>What is a computer?</p> <p>Inputs</p> <p>To recognise how technology is controlled</p>		<p><b>FF</b> Computing systems and networks 1:</p> <p>What is a computer?</p> <p>Technology safari</p> <p>To recognise technology</p>		<p><b>FF</b> Online Safety</p> <p>What happens when I post online?</p> <p>I know what happens to information posted online</p>		<p><b>FF</b> Online Safety</p> <p>How do I keep my things safe online?</p> <p>To know how to keep things safe and private online</p>		<p><b>FF</b> Online Safety</p> <p>Who should I ask?</p> <p>To explain what should be done before sharing information online</p>		<p><b>FF</b> Online Safety</p> <p>It's my choice</p> <p>To explain why I have the right to say no and deny permission</p>	

[illegible]

																One Follower in a Hoop Switch Pairs Spotlight Demonstration
	ART & DT		FF-Drawing: Tell a story Lesson 1: Charcoal mark making. To develop a range of mark making techniques.  Skills: Experiment with charcoal to draw different marks, understand a word and explain how to can draw it. Express the meaning of words using charcoal mark making techniques. Vocabulary, charcoal lines, marks mark-making, thick thin		FF-Drawing: Tell a story Lesson 2: Creating texture. To explore and experiment with mark-making to create textures.  Skills: Describe how an object feels. Try out different drawing materials. Experiment with making different marks to make texture. Vocabulary, Blending, feel Hatching, mark Scribbling, stippling Texture, tool touch  Introduce Binka Cross Stitch		FF - Drawing: Tell a story Lesson 3: My toy story. To develop observational drawing.  Skills: Recognise and describe shapes in an object to start a drawing. Look carefully to add details. Use mark-making techniques to add texture. Vocabulary, Mark-making, observation, outline  Introduce Binka Cross Stitch		DT Make a poppy (Linked to Humanities) Mixed Media Poppies.  Children use their previous skills of mark making to draw poppies for Remembrance adding detail and outlines with markers and chalk.		FF-Drawing: Tell a story Lesson 5 To develop illustrations to tell a story.  Skills: Recount a familiar story and select key events. Create and draw imaginary scenes for a storybook. Use mark making to show different textures. Vocabulary character concertina, frame re-tell, story storyboard Cross Curricular: English story writing	.	FF-Structures-Baby bear's chair. Lesson 6 To explore the concept and features of structures and the stability of different shapes  Skills: Identify natural and man-made structures Understand what is meant by stability and can identify when a structure is more or less stable than another Know that shapes and structures with wide, flat bases or legs are the most stable Vocabulary Design criteria Man-made Natural Properties Structure Stable, shape Cross Curricular: Maths, geometry, measurement		FF-Structures-Baby bear's chair. Lesson 7 To explore strength in different structure Skills To understand that the shape of the structure affects its strength. Know the meaning of the words strength, stiffness and stability Know there are different ways paper can be folded to improve its strength and stiffness Build a strong and stiff structure by folding paper Test the strength of my structure Vocabulary Design criteria Man-made Natural Properties Structure Stable, shape  Cross Curricular: Science: materials, (testing)	



	MUSIC		<div>Session 1</div> <div>Start to understand how to follow verbal and sung cues.</div> <div>Understand how to keep the beat on our bodies.</div> <div>Understand how to sing, recognise Soh, Mi La notes and signs.</div> <div>Start to understand how to talk about different elements of music: Dynamics Tempo</div> <div>Activities and Songs</div> <div>SONGS</div> <div>Soh- Mi Greeting Hello Everyone See Saw</div> <div>ACTIVITIES</div> <div>Hungarian Dance No 5</div> <div>LISTENING</div> <div>O Fortuna; Carmina Burana</div> <div>LISTENING</div> <div>BBC MUSIC KS1 SINGING IN DIFFERENT WAYS, WHY WE SING</div>		<div>Session 2</div> <div>Start to understand how to follow verbal and sung cues.</div> <div>Start to understand how to keep the beat (using percussion instruments)</div> <div>Understand how to sing, recognise Soh, Mi La and Do notes and signs.</div> <div>Start to understand how to talk about different elements of music: Dynamics Tempo</div> <div>Activities and Songs</div> <div>SONGS</div> <div>Soh- Mi Greeting Extended Hello Everyone See Saw</div> <div>ACTIVITIES</div> <div>Hungarian Dance No 5</div> <div>LISTENING</div> <div>O Fortuna; Carmina Burana</div> <div>LISTENING</div> <div>Hey My Name Is Joe</div>		<div>Session 3</div> <div>Learn a big song (with phrases)</div> <div>Start to understand how to move and react to music physically.</div> <div>Start to understand how to keep the beat (using percussion instruments)</div> <div>Start to understand how to talk about different elements of music: Pitch, Duration (Rhythm)</div> <div>Activities and Songs</div> <div>SONGS</div> <div>Soh- Mi Greeting Ext Hello Everyone See Saw Cuckoo H-E-L-L-O</div> <div>RED RIDING HOOD:Wolfie Blues/Stay On The Path/What Big Eyes You've Got</div> <div>ACTIVITIES</div> <div>Trepak</div> <div>Hey My Name Is Joe</div> <div>Young Person's Guide To The Orchestra/Overture to Carmen Bizet</div> <div>LISTENING</div>		<div>Session 4</div> <div>Learn a big song (with phrases)</div> <div>Understand how to follow non-verbal and sung cues.</div> <div>Understand loud and quiet; singing, chanting, speaking, listening and playing.</div> <div>Start to understand how to talk about different elements of music: Pitch, Duration (Rhythm).</div> <div>Activities and Songs</div> <div>SONGS</div> <div>Soh- Mi Greeting Ext Hello Everyone See Saw Cuckoo Cherry Pie H-E-L-L-O</div> <div>RED RIDING HOOD:Wolfie Blues/Stay On The Path/What Big Eyes You've Got</div> <div>ACTIVITIES</div> <div>Trepak Witch Witch</div> <div>Young Person's Guide To The Orchestra/ Overture to Carmen Bizet</div> <div>LISTENING</div>		<div>Session 5</div> <div>Learn a big song (with phrases)</div> <div>Start to understand the difference between high and low; Soh La and Do notes and signs.</div> <div>Start to understand how to recognise different rhythmic patterns.</div> <div>Start to understand how to reflect on music heard.</div> <div>Activities and Songs</div> <div>SONGS</div> <div>Soh-Mi Greeting Ext Hickety Tickety Cherry Pie Cuckoo</div> <div>Carol of The Bells (ostinato sung)</div> <div>RED RIDING HOOD:Wolfie Blues/Stay On The Path/What Big Eyes You've Got/I Love Red</div> <div>ACTIVITIES</div> <div>Trepak</div> <div>C+R Ta and TiTi Witch Witch</div> <div>Carol of The Bells</div> <div>LISTENING</div>		<div>Session 6</div> <div>Learn a big song (with phrases)</div> <div>Start to understand the difference between high and low as opposed to loud/quiet.</div> <div>Start to understand how to keep the beat using glockenspiels</div> <div>Start to understand how to recognise and recall rhythms (patterns).</div> <div>Activities and Songs</div> <div>SONGS</div> <div>Soh-Mi Greeting Ext Hickety Tickety Cherry Pie Cuckoo Santa Is His Name-O</div> <div>ACTIVITIES</div> <div>C+R Ta and TiTi</div> <div>Carol of The Bells (ostinato sung and played)</div>	<div>Session 7</div> <div>Learn a big song (with phrases)</div> <div>Understand the difference between loud/quiet as opposed to high/low.</div> <div>Understand how to maintain the beat using sticks, percussion and glockenspiels .</div> <div>Understand how to recognise and recall rhythms (patterns).</div> <div>Activities and Songs</div> <div>SONGS</div> <div>Soh-Mi Greeting Ext Hickety Tickety Cherry Pie Cuckoo Santa Is His Name-O Cuckoo</div> <div>ACTIVITIES</div> <div>Trepak</div> <div>C+R Ta and TiTi</div> <div>Carol of The Bells (ostinato sung and played)</div>	
		PSHE	<div>Being Me in My World Puzzle 1- Being Me</div> <div>To identify some of my hopes and fear for the year</div> <div>Recognise when I feel worried and know who to ask for help</div>	<div>Being Me in My World Puzzle 2- Rights and responsibilities</div> <div>I understand the rights and responsibilities for being a member of my class and school</div>	<div>Being Me in My World Puzzle 3 - Rewards and Consequences</div> <div>I understand the rights and responsibilities for being a member of my class .</div>	<div>Being Me in My World Puzzle 4 - Rewards and Consequences</div> <div>I can listen to other people and contribute my own ideas about rewards and consequences</div>	<div>Being Me in My World Puzzle 5 - Our Learning Charter</div> <div>I understand how following the Learning Charter will help me and others learn</div>	<div>Being Me in My World Puzzle 6 - Owning our Learning Charter</div> <div>I can recognise the choices I make and understand the consequences</div>	<div>Celebrating Differences Puzzle 1 - Boys and Girls</div> <div>Accept that everyone is different I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes)</div>	<div>Celebrating Differences Puzzle 2 - Boys and Girls</div> <div>Include others when working and playing I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes)</div>	<div>Celebrating Differences Puzzle 3 -Why does bullying happen?</div> <div>Know how to help if someone is being bullied Ll: I understand that bullying is sometimes about difference</div>	<div>Celebrating Differences Puzzle 4 - Standing up for myself and others</div> <div>Try to solve problems Ll: I can recognise what is right and wrong and know how to look after myself</div>	<div>Celebrating Differences Puzzle 5 -Gender Diversity</div> <div>Try to use kind words I understand that it is OK to be different from other people and to be friends with them</div>	<div>Celebrating Differences Puzzle 6 - Celebrating differences and still being friends</div> <div>Know how to give and receive compliments Ll: I can tell you some ways I am different from my friends</div>	

	OUT OF															
	IN SCHOOL WORKSHOPS													Christmas Theatre Production		