

Medium Term Planning – Class 2 – Term Spring 2 2026

	Overview/ Topic	Week 1 WC 23.02.26	Week 2 02.03.26	Week 3 09.03.26	Week 4 16.03.26	Week 5 23.03.26	Week 6 30.03.26
Key events		Inset – 23.02.26		Wednesday – DofE experience day			Bank Holiday 03.04.26
Life Skills	Employability	Communication – Showing an interest in others and visitors. Greeting people	Working with others – I can take turns, be polite and request help	Personal Presentation – I can identify work appropriate clothing and where I can buy these	Maths Skills – Recognising days of the week, a timetable and looking at a calendar	Employability – I can identify someone doing a job and offer help	Knowing Self – I can share my age and other key information
Offsite visit	Employability	No trip – Inset day	Waterstones Job roles in a bookstore	Walk through town centre What job roles can be seen out of context	Barclays Bank How to use a bank and what they are for	Palmers Garden Centre Job roles within a garden centre	No trip – Bank holiday
English	Focus: Diary entry	Hook Read title, blurb. Discuss title and illustration and make suggestions as to what the story could be about.	Imitate Listen to the story and build knowledge and understanding of the text. Make links to employment. Sequence a section of the story to create a story map.	Imitate Story map of a section of the text. Identify features of a diary entry. Shared write.	Innovate Add detail and/or change experiences/events on story maps. Use story map to box up a diary entry.	Innovate Using the boxing up to write an adapted diary entry for Joss after a day at work.	Independent Complete the diary entry. Self mark against features of a diary entry. Teacher assessment and feedback – edit and improve.
Maths		Measurement	Measurement	Measurement	Measurement	Statistics	Statistics

		Time	Time	Length and perimeter	Length and perimeter	Data handling	Data handling
Science	Working towards goals	Demonstrate an awareness of the skills and qualities needed for success in work and life. - Recognise their skills, qualities and interests.	Demonstrate an awareness of the skills and qualities needed for success in work and life. - Identify their strengths and say what they could improve	Demonstrate an awareness of how to identify goals. - Identify some short-term goals they would like to work towards.	Demonstrate an awareness of how to identify goals. - Agree a goal with an appropriate person	Follow steps to achieve a personal goal. - Say who will support them to work towards the agreed goal.	Follow steps to achieve a personal goal. - Carry out given activities to work towards the agreed goal and identify what has been achieved.
Computing	Being Safe and Responsible Online	Lesson 1 – Personal Information Online Learning Objective: We are learning what personal information is so that we can recognise what should and should not be shared online	Lesson 2 – Personal Information Online Learning Objective: We are learning what personal information is so that we can recognise what should and should not be shared online.	Lesson 3 – Protecting Our Privacy Learning Objective: We are learning simple methods to protect our personal information so that we can stay safe online.	Lesson 4 – Protecting Our Privacy Learning Objective: We are learning simple methods to protect our personal information so that we can stay safe online.	Lesson 5 – Using Security Features Safely Learning Objective: We are learning how to use security features correctly so that our devices and accounts remain safe.	Lesson 6 – Using Security Features Safely Learning Objective: We are learning how to use security features correctly so that our devices and accounts remain safe.
RSHE	Careers: Mr Crump	What is manipulation? Explore scenarios to	What does 'being pressurised'	Understand there are different jobs and different pay.	Recognise and be able to challenge stereotypes and	What personal skills and qualities are required in relation to jobs and work?	What are possible jobs linked to your skills and qualities?

		<p>develop understanding of what is and isn't manipulation</p> <p>E: I can recognise that manipulation means trying to control someone.</p> <p>D: I can give an example of manipulation and how it makes people feel.</p>	<p>mean including peer pressure?</p> <p>E: I can say what pressure means and give one example.</p> <p>D: I can explain what peer pressure looks like and why it happens.</p>	<p>E: I can name different types of jobs and know that people earn money for working</p> <p>D: I can explain that different jobs are paid different amounts.</p>	<p>family expectations.</p> <p>E: I can recognise that some people have fixed ideas about who should do certain jobs.</p> <p>D: I can explain how stereotypes or family expectations might influence career choices.</p>	<p>E: I can name some skills and qualities that people might need in a job.</p> <p>D: I can explain how different skills and qualities are useful for different types of work.</p>	<p>E: I can identify some of my own skills, strengths, or interests.</p> <p>D: I can link my skills and interests to possible job options.</p>
RE	Rules in religion and life	<p>Setting the scene</p> <p>Do a class/pairs/individual mind map of rules. Use visuals of class rules to support. Introduce Moses as prophet of the Old Testament</p>	<p>Give background on Moses, the Old Testament and relevance to Jews and Christians</p> <p>Introduce the story of Exodus leading to the 10 Commandments on Mt Sinai</p> <p>Story map/role play/sequence sentences</p>	<p>Recap the story of the Israelites leading to the revelation of the 10 Commandments</p> <p>Discuss/look at/consider each commandment in detail</p> <p>Use a writing frame/craft/other scaffold to create a visual of the commandments</p> <p>Compare/contrast</p>	<p>Use the PP to learn about Tzedakah in Judaism – teaching Jewish people to care for themselves, others and the environment</p> <p>Encourage the young people to explore how they can or do use the principles in their own lives.</p> <p>Reiterate they do not have be Jewish</p>	<p>Young people can make a list of their own 5 rules, compare with school rules, laws, commandments</p> <p>Reflect on/debate which rules are essential for classroom/society/own lives</p>	<p>Refer to back mind map from week one.</p> <p>Encourage young people to reflect on learning journey and demonstrate learning through making additions to mind map.</p> <p>Make a display of classroom/school/life rules</p>

			relating to the story	with rules in today's society/ communities	to develop the characteristics, they are shared by religious and non-religious people.		
Art		<p>Lesson 1: Hook / research. Practice techniques and experiment Bucket Exploring a variety of ways to print: natural resources, sponges, paper transfer etc. Opportunities to create Aboriginal theme music using drums, digeridoo</p>	<p>Lesson 2: Planning Listing resources Designing</p> <p>Practice techniques Completing 'The resources I will need are:' template</p> <p>Practice and experiment on tile.</p>	<p>Lesson 3: Create</p> <p>Design on polystyrene tile</p>	<p>Lesson 4: Create</p> <p>Use ink and transfer to card.</p>	<p>Lesson 5: Evaluate</p> <p><i>Evaluation form</i> <i>WWW?</i> <i>EBI?</i></p>	Self expression Art
PE	Target games	Boccia	Kurling	Throw and catch	Archery	<i>Skittles</i>	Combination of different target game skills

