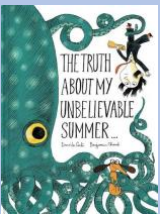


Medium Term Planning – Class 2 – Autumn Term 1 2026

	Overview/ Topic	Week 1 7.9.26	Week 2 14.9.26	Week 3 21.9.26	Week 4 28.9.26	Week 5 5.10.26	Week 6 12.10.26	Week 7 19.10.26
Key events								INSET day 23.10.26
Maths Miss Matakītoga		Number Place value	Number Place value/ comparing numbers	Number Place value/ recognising values of money	Number Place value/ comparing values of money	Geometry Properties of shape/ adding money	Geometry Properties of shape/ position and direction	Consolidation Solving problems involving money
English inc Grammar and Reading Focus Miss Matakītoga 	Text type: Story writing Grammar focus: Adjectives, synonyms, antonyms Capital letters Full stops Commas Joining clauses, conjunctions, coordination, subordination, compound sentence Reading focus: Recognises and uses key vocabulary	Immerse Read title, blurb. Discuss title and illustration and make suggestions as to what the story could be about. Listen to story.	Imitate Listen to the story. Sequence the story. Story map to recall the story. Retell the story following a story map.	Imitate Listen to the story. Sequence the story. Story map to recall the story. Retell the story following a story map.	Innovate Independent application (Write a new version of the story)	Innovate Independent application (Write a new version of the story)	Innovate Independent application (Write a new version of the story)	Innovate Independent application (Write a new version of the story)

	relating to book structure. Demonstrates an understanding of similes they have read. Demonstrates an understanding of metaphors they have read.							
Phonics and/or Spelling Focus Miss Matakitoga	Spelling focus: Writes their initials. Spells their first name. Spells their surname. Adds -er, -est to adjectives.	Sounds write provision embedded in English lessons daily.	Sounds write provision embedded in English lessons daily.	Sounds write provision embedded in English lessons daily.	Sounds write provision embedded in English lessons daily.	Sounds write provision embedded in English lessons daily.	Sounds write provision embedded in English lessons daily.	Sounds write provision embedded in English lessons daily.
Science Miss Matakitoga	Working as part of a group	Investigating nutrition through food labels	Investigating the impact of storing food correctly	Investigating materials used for packaging	Investigating the effectiveness of cleaning products	Testing the durability of shopping bags	Design and create a 'perfect' shop	Design and test packaging for a fragile item
Computing Mr Whelan	Using technology safely and appropriately	Turning a computer on and off safely, including logging on <i>We are learning to turn a computer on and off safely</i>	Opening and closing a laptop carefully <i>We are learning to open and close a laptop carefully so that the screen does</i>	Carrying IT equipment safely <i>We are learning to carry IT equipment safely so that we do not drop or break it.</i> Adults demonstrate	Plugging in and unplugging devices safely <i>We are learning to plug in and unplug devices safely so that we keep ourselves</i>	Recognising fragile parts of technology <i>We are learning to recognise fragile parts of technology so that we handle them with care.</i>	Keeping food and drinks away from technology <i>We are learning to keep food and drinks away from technology so that devices do not get damaged.</i>	Following a complete safe technology routine <i>We are learning to follow a safe technology routine so that we can use</i>

		<i>so that we can use technology without breaking it.</i> Adults model a simple visual sequence: power on, wait, log on, finish work and shut down. Young people practice each step using their preferred communication method and the level of support that is right for them. They finish by choosing or showing the safe way to close a session.	<i>not get damaged.</i> Young people explore a laptop with adult modelling, identifying the base, screen and hinge. They practise placing it on a stable surface and opening and closing it slowly with two hands. Safe and unsafe examples are reinforced through photographs, symbols, gesture or spoken choices.	preparing a clear route, closing the device and carrying it with two hands. Young people practice moving equipment over a short, familiar route, using a trolley or adult help where appropriate. They then identify safe carrying choices in practical or picture-based scenarios.	<i>and the equipment safe.</i> Young people identify plugs, leads and matching device ports before watching an adult model the safe routine. Using low-risk equipment and close supervision, they practice holding the plug rather than pulling the cable and asking an adult when unsure. A short sorting task reinforces safe and unsafe actions.	Young people inspect familiar equipment and locate screens, cameras, hinges, ports, buttons and cables. They sort real objects, photographs or symbols into parts that need gentle handling and parts that are more robust. They practise using a gentle touch and placing equipment safely on a clear surface.	Young people help to set up a safe technology workspace and place food and drinks in an agreed separate area. They respond to simple spill scenarios by stopping, moving away from the device and telling an adult. Matching or practical choices are used to check understanding.	<i>devices with increasing independence.</i> Young people revisit the half-term's skills through a familiar visual checklist. They prepare a workspace, handle and carry a device, log on, use it briefly and shut it down safely. Adults record the communication, physical actions and independent steps demonstrated by each learner.
RSHE Miss Matakitoa	KS3: Families	Circle time and pre-unit assessment	I know what the characteristics of a healthy family life are and how families are diverse and unique.	I can explain the different types of committed stable relationships.	I can explain marriage and civil partnerships, what they are and their legal benefits.	I can explain how families change over time, including through birth, death, separation and new relationships	I can explain what parents/carers roles and responsibilities are.	I can explain what safe and unsafe relationships are and where I can we get help and advice. End of unit assessment

	KS4: Respectful relationships and families		I can explain what self-esteem is, why it is important and how it contributes to healthy, respectful relationships.	I can explain effective ways to end a relationship.	I can explain ethical behaviours that work alongside consent including, kindness, care, needs and vulnerabilities.	I can explain how stereotypes link with inequalities of power and impact behaviour within relationships, including misogyny, and other prejudices.	I can explain how pornography can negatively influence sexual attitudes and behaviours, including normalising harmful, disempowering sexual behaviours.	I can recognise how some sub-cultures influence an understanding of sexual ethics, including sexual norms, endorsed by so-called 'involuntary celibates' (incels) or online influencers. End of unit assessment
RE Miss Matakitoa	Links to life skills (shopping unit)	Events for celebrations	Allergies and matching religions to food rules	How do you celebrate? What foods do you celebrate with?	How could you cater for other religions if planning a celebration event?	Create a shopping list and research prices for a celebration event	Reflect on food relating to religions from Tesco trip	Consolidate
Art Miss Matakitoa	Pencil and charcoal (linking to life skills)	Hook - Links to shopping (life skills)	Practise techniques - Create different tones using charcoal	Practise techniques - Create different textures using pencil	Plan - Look at the work of Paul Cezanne and choose a fruit to base final piece on	Create - Create a realistic sketch of a piece of fruit using techniques practised	Create - Create a realistic sketch of a piece of fruit using techniques practised	Evaluate - WWW, EBI

Music Mr Crump	Mr Crump Body percussion and composition	Hook: Explore preferences by listening to and rating by preference a range of music genres	Research and experiment: Watch series of videos and tutorials on body percussion. Try holding simple rhythm using different body percussion	Imitate and innovate: join in tutorials and replicate rhythms and sounds: change sounds by changing body percussion	Imitate and innovate: join in tutorials and replicate rhythms and sounds: change sounds by changing body percussion	Innovate: pairs to work on their own 4 beat rhythms using chosen body percussion. Rehearse and record	Refine: listen to recording with layers of sounds from different groups. What works and what can be adjusted? Re-record	Evaluate: what have we learnt? What skills and knowledge have we progressed? What has worked well?
PE Miss Adams	Multi skills Personal, cognitive, physical	Static balance – explore staying still using different body parts	Dynamic Balance – Maintain balance whilst moving	Spatial Awareness – Changing speed and direction	Underarm throwing – throw objects into targets	Tracking and catching Track, track and stop, catch a moving object	Skill integration – combining basic tracking, throwing and movement	Skill integration combining basic tracking, throwing and movement
Life Skills Miss Matakītoga	Shopping and Money Management	Transitions/ Recognising wants and needs when shopping	Comparing prices of furniture (links to Oak Furniture Land trip)	Using signs to navigate shops, using a self check out machine and asking for help	Compare prices of clothing and finding correct sizes (Links to Primark and M&S trip)	Money management	Planning to shop (map skills, opening times etc.)	Consolidation and reflection on trips
Trips Miss Matakītoga		Transitions	Oak furniture land – comparing prices, finding measurements, expressing preferences	Morrisons - Finding foods from shopping list. Using self-serve checkout and card	Primark/M&S – Comparing prices, finding correct sizes, asking for help	Tesco world food aisle	Quedam – scavenger hunt, use maps and collect data	INSET DAY
Enrichment Miss Matakītoga	Community project	Our community Creating artwork for a community space	Our community Visiting a community space to deliver artwork and connect with members	Our environment Creating recycling resources for around the school	Our environment Litter picking	Giving back Planning a fundraiser	Giving back Running a fundraiser	INSET DAY
Enrichment Mr Young	Trampolining	Introduction & Safety	Straight bouncing	Making shapes	Combining Shapes	Landing safely on other body parts	Combining shapes and landings	Consolidation and routine development

		Rules, Spotting, Safe bouncing and stopping		Star jumps, tuck jumps, straddle and pike jumps		Steal landing technique		
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