




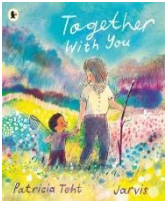
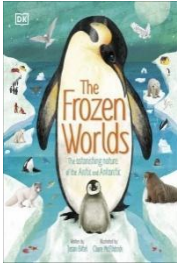
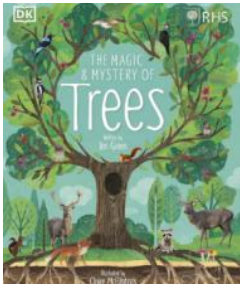
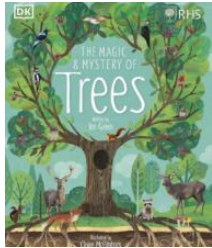
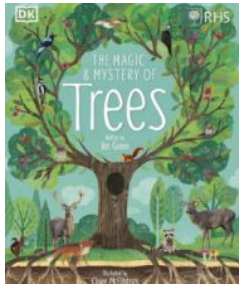
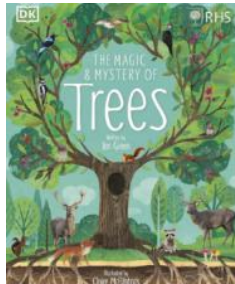
Medium Term Plan

Cedar – Autumn 1 2025

Wonderful World

Subject	Week 1 8.9.25	Week 2 15.9.25	Week 3 22.9.25	Week 4 29.9.25	Week 5 6.10.25	Week 6 13.10.25	Week 7 20.10.25
Writing Core Texts  	The Journey home: To use coordinating conjunctions- or, and, but To create expanded noun phrases. To identify the features of a poster. To create questions and exclamations to use in my poster. To create a poster.	To convert verbs from simple present to simple past. To identify features of a postcard. To begin to infer and write in role. To explore the features of a persuasive letter.	To use commands and statements. To use subordination to persuade- if, but, because, when, that To plan a persuasive letter. To write a persuasive letter.	Tadpole's promise: To use apostrophes for possession. To create adverbial phrases. To use adverbial phrases to create setting descriptions. To retell the main events of a story in sequence.	To create a character description. To use apostrophes for contractions. To use effective verbs to describe actions. To plan a story with a familiar structure.	To write a story opening. To write in past tense (middle). To write the end of a story. To edit and proofread. To publish a story for a class book.	To use commas for lists. To use statements, questions and commands. SPAG assessment for all objectives covered.
Spelling Bridge to Spell	Bridge to spell to start after October half term.						

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Phonics Little Wandle Scheme	/ai/ a-e ai ay a /ee/ y ea ee e /igh/ igh i-e i y /oa/ ow o o-e oa	/ool/ /yool/ oo u u-e ew /air/ air are /ur/ er ur ir	/or/ (or a aw au ore) /ee/ y ea ee e /igh/ igh i-e i y /oa/ ow o o-e oa	/j/ j g ge /s/ s ss c ce se Alternative spellings for short vowel sounds /e/ /i/ /o/ /u/ /oo/ /u/ ou schwa at the end of words er a or ar	ie ie /ee/ ie /igh/ y y /ee/ y /igh/ y /i/ ea ea /ee/ ea /e/ a a /a/ a /ai/	Recap all Phase 5 and assessments.	
Handwriting Letter Join	To know that each letter is referred to as a sound. To sit correctly for handwriting and hold a pencil using the tripod grip. To form cursive letters correctly.	To know that each letter is referred to as a sound. To sit correctly for handwriting and hold a pencil using the tripod grip. To form cursive letters correctly. To write words and sentences using the correct joins between each letter.	To be able to write Long Ladder letters correctly. To be able to write High Frequency words. To listen to the 'CVC' dictation exercise and write the words correctly.	To be able to write curly caterpillar letters correctly. To be able to write High Frequency Words. To listen to the 'double digit numbers' dictation Exercise and write the numbers correctly.	To be able to write One Armed Robots letters correctly. To be able to write High Frequency Words. To listen to the 'easy poem' dictation exercise and write the words correctly.	To be able to write zig zag letters correctly. To be able to write High Frequency Words. To listen to the short phrases dictation exercise and write the words correctly.	To be able to join letters diagonally. To be able to write High Frequency words. To listen to the 'number sentences' dictation exercise and write the words correctly.

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Reading	Fluent in Five with FREDs Teaching 	Fluent in Five with FREDs Teaching 	Fluent in Five with FREDs Teaching 	A Literary Leaf for RHS The Magic and Mystery of Trees by Jen Green- Session 2 Retrieval. 	A Literary Leaf for RHS The Magic and Mystery of Trees by Jen Green- Session 4- Laying down roots 	A Literary Leaf for RHS The Magic and Mystery of Trees by Jen Green- Session 7- Branching out. 	A Literary Leaf for RHS The Magic and Mystery of Trees by Jen Green- Session 9- Mighty Oaks. 
Maths (White Rose)	Numbers to 20 Count objects to 100 using objects Recognise tens and ones Use a place value chart	Partition numbers to 100 Write numbers to 100 in words Flexibly partition numbers to 100 Write numbers to 100 in expanded form	10s on the number line to 100 10s and 1s on the number line to 100 Estimate numbers on a number line Compare objects	Compare numbers Order objects and numbers Count in 2s, 5s and 10s Count in 3s	Assessment Bonds to 10 Addition and subtraction bonds to 20 Related facts	Bonds to 1000 Add and subtract 1s Add by making 10 Add three 1 digit numbers	Add to the next 10 Add across a 10 Subtract across a 10

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Science: Animals including Humans: Growth	Describe the needs of animals for survival.	Describe the needs of humans for survival.	Explore the importance of eating the right food.	Describe what a healthy balanced diet looks like.	Investigate the impact of exercise on our bodies.	Investigate the importance of hygiene.	Assessment.
Geography Continents and Oceans	Understand where I am in the world.	Locate on a map the seven continents.	Locate on a map the oceans that link the continents.	Describe where different continents are located.	Spot the physical and human features of a continent.	Share my understanding of a continent.	
Art Printing and mixed media: life in colour (ocean collage)	To develop knowledge of colour mixing.	To know how texture can be created with paint.	To use paint to explore texture and pattern.	To compose a collage, choosing and arranging materials for effect.	Harvest artwork	To compose a collage, choosing and arranging materials for effect.	To evaluate and improve artwork.
Computing Systems and networks 1	Logging on / basic e-safety	Computer parts -To recognise the parts of a computer	Inputs -To recognise how technology is controlled	Technology Safari -To recognise technology around the school	Invention -To create a design for a new invention with inputs and outputs	Real world real play -To explore the different roles that computers have around the world	
Music On this island: British songs and sounds	To learn about the British Isles through folk music and use music to create seaside sounds.	To identify sounds specific for the countryside and create a related soundscape.	To engage with city themes through song, soundscape creation, and music analysis.	To create and perform music compositions inspired by the seaside, countryside, or city.		To compose and perform a musical piece representing a journey through Britain.	

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PE Teacher Hit, catch, run unit 1 Premier sport	Team building games.	To send the ball with feet by kicking .Send the ball varying distances using harder and softer kicks	To send the ball with feet. To pass the ball to another player.	Working as a team to keep possession in a defined area. To pass the ball for accuracy.	To play in a game with defined areas. To play as part of a team to attack and defend. To move the ball independently by bouncing.	To move the ball using basketball style dribbling. Link bouncing and passing. Play collaboratively to attack a goal.	To play with and against others. To make some attempt at attacking collaboratively. To make choices on where to stand when defending as part of a team.
RE	To experience the beauty of the natural world.	To identify what a story or text says about the beautiful Earth.	To identify what a story or text says about the beautiful Earth. To give an example of how people can show that they care for the Earth, making a link to a creation story.	To give good reasons why everyone (religious and non-religious) should look after the natural world.	To give examples of how Christians and Jews can show care for the Earth.	Harvest festival	To give good reasons why everyone (religious and non-religious) should look after the natural world.
PSHE (Wellbeing)	New beginnings and welcome to Year 2 activities.	Understand that we all experience different emotions and recognise what these are.	Learn of the importance of being active.	Learn a range of breathing a relaxation exercises.	To identify our own strengths and how to use them effectively.	How to develop a growth mindset.	Learn the importance of a healthy diet.
Enrichment							

