



## Year 2 Medium Term Plan – Autumn 2 – Brilliant Britain

2025-2026



Term	Autumn 2		
Key text	Town Mouse & Country Mouse, Polar Express		
Key Vocabulary	Human geography, physical geography, United Kingdom, island, country, flag, capital city		
Key thread through topic (history/geography)	Learning about the four countries that make up Great Britain		
Topic curriculum coverage and content			
Key Learning Ideas	Subject covered within learning	Curriculum content covered within learning	What will this look like when it's achieved?
Key learning idea 1  Name the 4 countries in the UK and locate them on a maps/atlases and globes	Geography	Use world maps, atlases and globes to identify the United Kingdom and its countries. Use geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.  Use geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	- The children will be able to label the 4 countries that make up Great Britain. They will be able to find the name the capital cities for each country.
Key learning idea 2  Identify physical and human features of geography		Use world maps, atlases and globes to identify the United Kingdom and its countries.  Use geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.	- The children will know the terms human and physical features. They will be able to sort features into these groups.
Key learning idea 3  know more about England		Use geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop  Name, describe and compare familiar places.	- The children will create a whole class poster about England. They will learn about the English symbols. Begin to use physical geographic vocabulary: town, city, countryside, village, moor, peak, lake

Key learning idea 4  know more about Scotland			<ul style="list-style-type: none"> <li>- Contribute written information and images to large class collage poster: 'Scotland' · Present their findings to their peers · Learn about symbols of Scotland: St Andrew; saltire; the thistle; unicorn · Begin to use physical geography vocabulary: ocean, sea, island, mountain, loch, firth</li> </ul>
Key learning idea 5  know more about Wales			<ul style="list-style-type: none"> <li>- Present their findings to their peers · Learn about symbols of Wales: St David; The National flag; the Daffodil and Leek; the Red Dragon · Begin to use physical geography vocabulary</li> </ul>
Key learning idea 6  know more about Ireland			<ul style="list-style-type: none"> <li>- Learn about symbols of Northern Ireland: the flag; the Flax flower · Begin to use physical geographical vocabulary</li> </ul>
			<ul style="list-style-type: none"> <li>- The children will <u>show case</u> their work on the 4 nations to another class in the school.</li> </ul>
<b>Discrete Teaching</b>			
<b>Lesson WALT</b>	<b>Subject covered</b>	<b>Curriculum content covered within unit</b>	<b>What will this look like when it's achieved?</b>
WALT: find out about and describe the basic needs of animals for survival.	Science	<u>Animals</u>  Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).	The children will be able to identify and explain the basic needs that humans need to survive. They will use the example of a pet.

WALT: describe the importance for humans to exercise.		Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.  Use observations and ideas to suggest answers to questions noticing similarities, differences and patterns  <u>Key Vocabulary</u> <b>basic needs</b> – the things humans need to survive <b>diet</b> – the food we eat <b>exercise</b> – moving our bodies <b>hygiene</b> - keeping clean <b>illness</b> – when we do not feel well/ feel sick/ have a disease <b>medicine</b> – something we might take to feel better <b>offspring</b> – the babies of an animal <b>seven basic needs</b> – movement, respiration, sensitivity, growth, reproduction, excretion and nutrition <b>survive</b> – to live	The children will be able to explain why it is important for humans to exercise regularly. They will take part in a simple experiment where we will observe our heart rates during different physical activities.
WALT: describe the importance for humans to eat the right types of food.			The children will be able to describe a healthy diet for humans and explain the importance of eating a healthy diet. They will get to taste different fruits and vegetables when creating a 5-day smoothie.
WALT: describe the importance for humans to have good hygiene.			The children will be able to explain how humans can have good hygiene and the importance of good hygiene. They will complete the glitter hand shake experiment to learn about how easily germs spread.
WALT: understand how we can feel better when we are ill.		-	The children will be able to identify things we can do to prevent illness and explain what we can do to feel better if we do become ill.
	RE		
WALT: retrieval		FFOF	Children will recap their learning on Hinduism from Year 1.
WALT: know what the Aum is		The aum is the most important Hindu symbol. It represents the Ataman (soul) and Brahman (reality) When said aloud it is pronounced 'Om' and is the first syllable of any Hindu prayer. Hindus believe that saying the word calms the mind and helps people concentrate on prayer.	Children will know that the Aum is the most important symbol and that it represents the Ataman (soul) and Brahman (reality).
WALT: describe a service in the mandir		People attend the Mandir to pray and sing religious songs.	Children will be able to talk about what happens in a Mandir.

WALT: know that are four Vedas that contain different things		Before entering people wash and remove their shoes. At the front of the Mandir there is a shrine. Sometimes men and women worship separately. During worship Hindus chant the names of Hindu gods and goddesses. Offerings are made to the gods and people bow to show respect.	Children will know that there are 4 Vedas and what they are for.
WALT: know how Hindus celebrate Diwali		<ul style="list-style-type: none"> <li>• <b>the Rigveda</b> — poems praising the gods and goddesses;</li> <li>• <b>the Yajurveda</b> — instructions for priests during rituals, such as marriage and prayer;</li> <li>• <b>the Samaveda</b> — melodies and songs to be sung during rituals;</li> <li>• <b>the Atharvaveda</b> — hymns and charms to be said during rituals (these could be for protection or luck).</li> </ul> <p>Each of the four holy texts are divided into different sections. Diwali is a time for celebrating good over evil. During this time, people:</p> <ul style="list-style-type: none"> <li>• spring clean their homes for the new year;</li> <li>• wear new clothes;</li> <li>• exchange presents;</li> <li>• share special meals with their friends and family;</li> <li>• enjoy huge firework displays;</li> </ul> <p>People draw Rangoli patterns on the floor of their homes</p>	Children will be able to explain how Hindus celebrate Diwali
	PE		
	Dance	<u><b>Dance</b></u> <ul style="list-style-type: none"> <li>• Copy, remember and repeat actions.</li> <li>• Create a short motif inspired by a stimulus.</li> <li>• Use different transitions within a dance motif.</li> <li>• Move in time to music.</li> <li>• Watch and describe performances, and use what they see to improve their own performance.</li> <li>• I can describe some music that gives me different emotions.</li> </ul>	
	Gymnastics	<u><b>Gymnastics</b></u>	



			their special people that they care about them and understand why this is important.
	Art		
WALT: Discuss the work of LS Lowry		Know about a range of artists, craft makers and designers describing similarities and differences between them whilst also making links to their own work.	The children will be able to recall facts about LS Lowry. They will discuss what they like and what they dislike about the artwork.
WALT: Create a landscape in the style of LS Lowry		Make decisions about when to use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalks to represent objects	- The children will recreate a landscape scene based on LS Lowry’s work.
WALT: evaluate		Know about a range of artists, craft makers and designers describing similarities and differences between them whilst also making links to their own work.  Use artwork to record ideas, observations and experiences and discuss meaning. Can draw basic shapes and lines	- The children will be able to recall facts about LS Lowry. They will discuss what they like and what they dislike about the artwork.
For computing we use the Kapow computing scheme – this term we will learn about algorithms, debugging and online safety			
In music we follow the Leicestershire Music Scheme – this term the children will learn about voice			

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