



As a church school, New Holland Primary seeks to live out the church's philosophy of "Flourishing for All" paying particular attention to the Christian Vision, "Looking forward with hope. Flourishing. Doing all the good we can."

Medium Term Plan Overview 2025-2026

Year 1/2

Spring 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Writing	Poetry Poems to perform: Recite by heart Text The Morning Rush by John Foster See MTP	Fiction Writing to entertain: Imitate a traditional tale Text The Three Little Pigs By Richard Johnson See MTP	Fiction Writing to entertain: Innovate a traditional tale Text The Three Little Pigs by Richard Johnson See MTP	Fiction Writing to entertain: Innovate a traditional tale Hot Task Text The Three Little Pigs by Richard Johnson See MTP	Non-Fiction Writing to instruct: Adjectives to describe a noun Text The Disgusting Sandwich by Gareth Edwards See MTP	Non-Fiction Writing to instruct: How to make a disgusting sandwich Bossy verbs Text The Disgusting Sandwich by Gareth Edwards See MTP	
Reading (Class Text)	The Morning Rush by John Foster	The Three Little Pigs by Richard Johnson	The Three Little Pigs by Richard Johnson	The Three Little Pigs by Richard Johnson	The Disgusting Sandwich by Gareth Edwards	The Disgusting Sandwich by Gareth Edwards	

	Daily quality story time texts	Daily quality story time texts	Daily quality story time texts	Daily quality story time texts	Daily quality story time texts	Daily quality story time texts	
Reading Comprehension (Year 2)	Narrative (Explorers): The Hodgeheg by Dick King-Smith				Non-fiction (Explorers): Splish, Splash, Splosh		
Handwriting	Uppercase Letter Formation Handwriting I know how to begin to use joining pairs.	Uppercase Letter Formation Handwriting I know how to begin to use joining pairs.	Uppercase Letter Formation Handwriting I know how to begin to use joining pairs.	Uppercase Letter Formation Handwriting I know how to begin to use joining pairs.	Uppercase Letter Formation Handwriting I know how to begin to use joining pairs.	Uppercase Letter Formation Handwriting I know how to begin to use joining pairs.	
Phonics and Spelling	GPC's Phase 5 I know how to read and spell words with the GPC's: y (funny) ea (head) wh (wheel) oe (toe) ou (shoulder) Tricky words I know how to	GPC's Phase 5 I know how to read and spell words with the GPC's: y (fly) ow (snow) g (giant) ph (phone) Tricky words I know how to	GPC's Phase 5 I know how to read and spell words with the GPC's: le (apple) al (metal) c (ice) ve (give) Tricky words I know how to	GPC's Phase 5 I know how to read and spell words with the GPC's: o/u (some, mother, young) se (cheese) se (mouse) ce (fence) ey (donkey) Tricky words	GPC's Phase 5 Grow the code and consolidation	Assess and review	

	read and spell the common exception words: want water any many again	read and spell the common exception words: who whole where two	read and spell the common exception words: school call different	I know how to read and spell the common exception words: thought through friend work			
Phonics & Spelling Year 2	Bridge to spelling I know how to read and spell words with the GPC's /r/ rh /g/ gu gue gh /t/ tte /th/ the	Bridge to spelling I know double letters ff, ll, ss, zz protect the short vowel sound in one-syllable words. I know how to read and spell /ur/ er and all the double letters	Bridge to spelling I know identify the GPCs on the Complete the code chart: /c/ c k ck ch cc que ch/ ch tch I know how to use ck and tch at the end of a word after a short vowel Sound.	Bridge to spelling I know how to add -es if a word ends in the sounds /s/, /x/, /z/, /sh/, /ch/. I know how to double the final letter to protect the short vowel sound when you add -ing.	Bridge to spelling I know how to identify the PCs on the Complete the code chart: /y/ y /igh/ y /i/ y /ee/ y I know how to identify the GPCs on the Complete the code chart: /ai/ ay /oi/ oy /ee/ ey and swap the y for an i when you add	Bridge to spelling Review	

					-ed. Drop the e before adding -ing.		
Maths	Geometry: Shape Including: ● Recognising and name 2-D and 3-D shapes (verbally name) ● Counting the number of sides on a variety of 2-shapes. ● Counting the vertices on 2-D shapes. ● Knowing how to identify whether a shape has a vertical line of symmetry.	Geometry: Shape Including: ● Identifying and counting the number of faces on a 3-D shape. ● Identifying the difference between a face and a curved surface on a 3-D shape. ● Identifying and counting the number of edges on a 3-D shape ● Identifying and counting the number of vertices on a 3-D shape. ● Making	Addition and Subtraction Including: ● Using related facts both within 10 and to 10 and using these facts to find bonds to 100 (tens). ● Adding and subtracting ones using number bonds. ● Adding to the next ten using my knowledge of number bonds ● Adding a 1-digit number to multiples of 10	Addition and Subtraction Including: ● Knowing how to add across a ten (including adding a 1-digit number to a 2-digit number). ● Subtracting a 1-digit number from any multiple of 10 within 100. ● Subtracting a 1-digit number from a 2-digit number across a ten	Addition and Subtraction Including: ● Finding 10 more than a given number within 100 ● Finding multiples of 10 less than a given number within 100 ● Adding two 2-digit numbers - not across a ten. ● Adding two 2-digit numbers - across a ten. ● Knowing that grouping amounts is known as division.	Addition and Subtraction Including: ● Subtracting a two 2-digit numbers - not across a ten ● Subtracting two 2-digit numbers - across a ten. ● Solving addition and subtraction problems. ● Comparing number sentences.	

	Weekly Arithmetic	repeating patterns with 2-D and 3-D shapes Weekly Arithmetic	Weekly Arithmetic	Weekly Arithmetic	Weekly Arithmetic	Weekly Arithmetic	
Science	Plants K: I know how to identify and describe the structure of common flowering plants. WS: Ask simple questions. WS: Observe Closely	Plants K: I know how to identify and describe the structure of common trees. WS: Identify and classify WS: Gather and record data to help in answering questions. WS: Observations overtime	Seasonal Changes K: I know how to observe changes across the seasons WS: I know how to use observations and ideas to suggest answers to questions	Seasonal Changes K: I know how to perform simple tests WS: I know how to make observations / take measurements.	Seasonal Changes K: I know the weather associated with each season WS: I know how to gather and record data to help answer questions	Seasonal Changes K: I know how day length varies from Autumn to Winter and Winter to Spring WS: I know how to gather and record data WS: I know how to Identify and Classify the hours of daylight during different seasons	
Art							

Geography	UK Countries and Capitals I know how to use an atlas, with support, to name and identify/locate the four countries that make up the UK: England, Ireland, Scotland and Wales. I know how to use an atlas to name and identify/locate the main seas that surround the UK: North Sea, Irish Sea, Celtic Sea, English Channel and Atlantic Ocean.	UK Countries and Capitals I know England as one of the countries in the UK and can name some famous landmarks. I know how to use aerial photographs and plans to recognise landmarks and basic human and physical features.	UK Countries and Capitals I know Scotland as one of the countries in the UK and can name some famous landmarks. I know and can use basic geographical vocabulary to identify and describe key physical and human features	UK Countries and Capitals I know Wales as one of the countries in the UK and can name some famous landmarks. I know how to use a range of photographs to study landmarks and basic human and physical features.	UK Countries and Capitals I know Northern Ireland as one of the countries in the UK and can name some famous landmarks. I know how to develop geographical understanding of human and physical geography by studying the countries/ capital cities within the UK	UK Countries and capitals Assessment Activity	
History							

Music	In The Groove, Blues by Joanna Mangona I know how to listen and appraise - In The Groove, Blues by Joanna Mangona I know how to use my body to find the pulse	In The Groove, Blues by Joanna Mangona I know how to play instrumental parts with the song In The Groove	In The Groove, Blues by Joanna Mangona I know how to sing the song and improvise using voices and/or instruments within the song	In The Groove, Blues by Joanna Mangona I know how to listen and appraise - Jai Ho by J.R. Rahman I know how to sing the song and perform my composition(s) within the song	In The Groove, Blues by Joanna Mangona I know how to learn to Sing the Song - In The Groove, Folk	In The Groove, Blues by Joanna Mangona I know and can Perform, In The Groove, Folk	
PE	Gymnastics Y1 I know how to explore travelling movements. I know how to develop and combine travelling movements. Y2 Gymnastics	Gymnastics Y1 I know how to develop quality when performing and linking shapes . I know how to develop quality when linking shapes. Y2	Gymnastics Y1 I know how to develop stability and control when performing balances. Y2 I know how to	Gymnastics Y1 I know how to develop stability and control when performing shape jumps. Y2	Gymnastics Y1 I know how to develop technique in the barrel, straight and forward roll. I know how to develop rolls and use them in a sequence. Y2	Gymnastics Y1 I know how to link gymnastic actions to create a sequence. I know how to develop quality in gymnastic sequences. Y2	

	I know how to perform gymnastic shapes and link them together. I know how to perform gymnastic shapes with control and link them together.	Gymnastics I know how to use shapes to create balances.	link travelling actions and balances using apparatus. I know how to develop travelling actions and balances using apparatus	I know how to demonstrate different shapes, take off and landing when performing jumps. I know how to develop different shapes, take off and landing when performing jumps.	I know how to develop rolling and sequence building. I know how to refine rolling and sequence building.	I know how to create a sequence using apparatus.	
PSHE Cycle A	Dreams and Goals I know how to set a simple goal.	Dreams and Goals I know how to set a simple goal and know how to achieve it.	Dreams and Goals I know how to work well with a partner.	Dreams and Goals I know how to tackle a new challenge and know that this can stretch my learning.	Dreams and Goals I know about obstacles which make it more difficult to achieve my new challenge and have ideas to overcome them.	Dreams and Goals I know how it feels to succeed in a new challenge and how I celebrated it.	

RE	God – Islam (LAS) Q: How do Muslims understand and follow God? I know how to explore my beliefs about God	God – Islam (LAS) Q: How do Muslims understand and follow God? I know that Muslims believe in the oneness of God (Tawhid)	God – Islam (LAS) Q: How do Muslims understand and follow God? I know and can recall the Muslim story of creation in the Qur'an	God – Islam (LAS) Q: How do Muslims understand and follow God? I know and understand the idea of the straight path in Islam	God – Islam (LAS) Q: How do Muslims understand and follow God? I know the importance of the story of The Night of Power	End of unit assessment	
Personal Development							