Medium Term Plan – Autumn 1 — Year 2

Core Text: The Night Pirates

Topic: Land Ahoy!

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Maths Teaching and Learning	Recognise the place value of each digit in a two-digit number (tens, ones). Use place value and number facts to solve problems.	Identify, represent and estimate numbers using different representations, including the number line. Compare and order numbers from 0 up to 100; use <, > and = signs.	Read and write numbers to at least 100 in numerals and in words. Use place value and number facts to solve problems	Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100. Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and tens	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: two two-digit numbers	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: adding three one-digit numbers.
Writing Text Type Outcome Reading progression skills-	Character description To develop the skill of drawing knowledge of vocabulary to understand texts (1a) To understand the events of a shared story (1b) To develop the skill of predicting what might happen on the basis of what has been read so far (1e)	Character description To develop the skill of discussing word meanings, linking new meanings to those already known. (1a) To retrieve and record information from a text (1b) To know how to make inferences about a characters' actions from the text (1d)	Character description To know how to (1b) To develop the skill of drawing on what they already know or on background information and vocabulary provided by the teacher (1d)	Non-chronological report To understand cause and effect with clearly stated links (1b) To develop the skill of answering and asking questions based on prior knowledge and what has been read 1d)	Non-chronological report To identify and explain key aspects of fiction and non-fiction, such as: characters, events, titles and information (1b) To develop the skill of discussing the significance of the title and events (1d) To know how to recall some interesting words/phrases from the book/story, stating their reason/s why. (1g)	Non-chronological report To understand simple cause and effect in texts, with a clearly stated link (1b) To develop the skill of retelling the key points of a shared story (1c) To know how to identify and explain interesting words and phrases (1g)	Non-chronological report To know how to retrieve and record information from fiction and non-fiction (1b) To understand how to recall familiar stories from a shared story in the correct order (1c) To know how to make inferences from the text (1d)
T4W Stage Grammar and Punctuation (Active English)	Imitation Expanded noun phrases,	Innovation capital letters & full-stops	Innovation Commas (power of three)	Imitation Headings & subheadings	Imitation Formal conjunctions	Innovation Formal openers	Innovation Questions & question marks
Spelling	Recap sound families (see streaming plans)	Recap sound families (see streaming plans)	Recap sound families (see streaming plans)	Recap sound families (see streaming plans)	Recap sound families (see streaming plans)	Recap sound families (see streaming plans)	Recap sound families (see streaming plans)

	CEWs	CEWs	CEWs	CEWs	CEWs	CEWs	CEWs	
<u>Terminology</u>	Character, description,	Character, description,	Character, description,	Non-fiction, non-	Non-fiction, non-	Non-fiction, non-	Non-fiction, non-	
<u>(technical</u>	noun, adjective,	noun, adjective, expanded	noun, adjective, expanded	chronological report,	chronological report,	chronological report,	chronological report,	
<u>vocabulary)</u>	expanded noun phrase,	noun phrase, present	noun phrase, present	facts, heading, sub-	facts, heading, sub-	facts, heading, sub-	facts, heading, sub-	
	present tense, third	tense, third person,	tense, third person,	heading, information,	heading, information,	heading, information,	heading, information,	
	person, imitate	innovate	innovate	introduction, caption,	introduction, caption,	introduction, caption,	introduction, caption,	
				photograph, paragraph,	photograph, paragraph,	photograph,	photograph, paragraph,	
				label, diagram,	label, diagram,	paragraph, label,	label, diagram,	
0 1 0 1 00		- I I I I I I I I		imitation	imitation	diagram, innovation	innovation	
Greater Depth SC	To know how to use	To develop the skill of	Ito develop the skill of	To know how to give	To understand how to	To know how to	To develop the skill of	
	similes to add descriptive	using use alliteration to	editing and improving my	my opinion on the	use higher-level	punctuate adverbial	using rhetorical	
	information	affect the reader.	work independently.	most important	conjunctions (such as	openers correctly.	questions to engage	
				features of a non-	however and although)		the reader (e.g. "Would	
				chronological report.			you like to find out	
CENID CO	- 1 1		-		- 1 1 1 1 1 1 C	- 1 1 .	more about?")	
SEND SC	To know how to write	To understand how to use	To know how to	To understand how to use inverted commas	To develop the skill of	To know how to use 'when', 'because' and	To know how to use commas in a list.	
	consistently in the third	appropriate adverbs to	consistently use a comma after a fronted adverb.	to open and close	using conjunctive adverbs from a word	'as' to join clauses.	COMMAS IN a list.	
	person.	begin my sentences.	arter a fronted adverb.	•	bank to sequence my	as to join clauses.		
				speech.	work.			
Handwriting	ASCENDERS	DESCENDERS	Curly letters – c, o, a, d, g	Long ladder families – I,	Robot letters- r, n, m,	Zig-zag letters – z, x,	Number formation	
rianuwriting	ASCLINDLINS	DESCENDENS	Curry letters – c, o, a, u, g	k, h, t, b,	Nobol letters-1, II, III,	V, W	Number formation	
Rainbow Grammar	Subject, predicate, stop	Subject, predicate, stop	Subject, predicate, stop-	Subject, predicate,	Subject, predicate,	Subject, predicate,	Subject, predicate,	
(where	Subject, predicate, stop	Subject, predicate, stop	using fronted adverbials	stop- using fronted	stop- using	stop- using fronted	stop-punctuation types.	
appropriate)			using fronted daverbluis	adverbials	coordinating	adverbials	stop punctuation types.	
<u> </u>					conjunctions	auver ziais		
					,			
Cross-curricular			Maths:					
Writing		Scienc	e: explanation/instructions of f	findings from investigation				
Opportunities		Solette	History: Poster/description					
<u> </u>			Geography: N					
	RE: Story retell - Navarati Art: Artist study - Monet Design and Technology: Persuasive adverts — ships (explanation (evaluation of ships)							
	PSHE/SMSC: N/A							
	Computing: E-safety / typing within lesson							
			Music: N/A			1		
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6		
Science objectives		Materials			Working Scientifically			
					Testing ships (materials)			
Working		To develop the skill of						
Scientifically		identifying and comparing						

			1		
A2, A3, A4	the suitability of a variety		To understand how to		
	of everyday materials,		observe closely, using		
Uses of everyday	including wood, metal,		simple equipment. A2		
materials	plastic, glass, brick, rock,		Simple equipment. 712		
E1, E2	paper and cardboard for		To know how to		
	particular uses E1		perform simple tests.		
			A3		
	To understand how the				
	shapes of solid objects		To understand how to		
	made from some		identify and classify. A4		
			luciting and classing. A4		
	materials can be changed				
	by squashing, bending,				
	twisting and stretching. E2				
<u>History objectives</u>		Blackbeard			
Kanada dan arrid		Ta lucano alcanda na access			
Knowledge and		To know simple reasons			
Understanding		why changes occurred in			
B1,		the past.			
		B1			
Organise, Evaluate					
and Communicate		To understand how to			
Information		connect ideas and give			
C2		simple phrases as to why			
		an event occurred C2			
Historical Enquiry					
E1		To develop the skill of			
		using various sources to			
		answer questions about			
		the past. E1			
Geography		the past. L1			
objectives					
Religious				Religion: Christianity	
<u>Education</u>				.,	
objectives				Theme: What did	
<u>objectives</u>				Jesus teach?	
Personal				Jesus teach;	
				Vov Overtion In it	
Resonance				Key Question: Is it	
A1				possible to be kind to	
Knowledge and				everyone all of the	
Understanding				time?	
B1				To understand the	
Evaluation and				complexities	
Critical Thinking				associated with being	
C1				kind. A1	
CI				KIIIG. AL	

				To know when Jesus	
				showed kindness or	
				shared the	
				importance of being	
				kind.B1	
				KIII G.DI	
				To develop the skill of	
				explaining if I think	
				Christians should be	
				kind and why. C1	51 11 11 11
Art objectives	Seascapes – Monet				Blackbeard sketches
Drawing and	To develop the skill of				To know how to choose
Painting	mixing paint to create all				and use three different
A1, A2, A3, A4, A5,	the secondary colours. A1				grades of pencil when
A6, A7					drawing. (I can explain
,	To know how to create				which pencil I would
Responding to Art,	tints with paint by adding				use for different
Artists and	white. A2				features of my
Designers					drawing). A4
E1, E2, E3					arawing). 7 tr
L1, L2, L3	To know how to create				
	tones with paint by				To develop the skill of
	adding black. A3				using the terminology
	adding black. A5				line, shape, pattern and
	To understand how				
					colour, correctly. A5
	artists have used colour,				T. I
	pattern and shape. E1				To know how to
					experiment with tools
	To develop the skill of				and techniques,
	creating a piece of art in				including: layering,
	response to the work of				mixing media, scraping
	another artist				through, etc. A6
	and explain how the artist				
	has influenced it. E2				
					To develop the skill of
	To know about well-				drawing different face
	known artists and give my				shapes with increasing
	opinion about their work.				accuracy. A7
	E3				,
Design and			Designing, making and		
<u>Technology</u>			evaluating pirate ships.		
<u>objectives</u>			- : 3: a a a O b a . a . a		
<u> </u>			To know how to		
Design B1, B2			develop my own ideas		
Design DI, DZ			acveropiniy ovviriacas		

Evaluate C1,C2,C3				from initial starting			
Lvaluate C1,C2,C3				points. B1			
Make				pomitorBI			
D1, D2, D3				To develop the skill of			
				creating a design and			
				planning how to carry it			
				out. B2			
				To know how to explain			
				my choices of material			
				and techniques. C1			
				·			
				To know what went			
				well with my work and suggest how I would			
				improve it. C2			
				To know how to			
				evaluate a range of			
				existing products. C3			
				To understand how to			
				choose the best tools			
				and materials. D1			
				To decide who shill of			
				To develop the skill of joining things			
				(materials,			
				components) in			
				different ways. D2			
				Ta davidas de cider d			
				To develop the skill of measuring materials to			
				use in a model or			
				structure. D3			
PSHE objectives	Hygiene	Promoting belong &	Teamwork	Getting help	Safeguarding	Feelings	
1 SITE OBJECTIVES	Managing feelings and	connectedness	TOURINGE	County Help	Juli Budi dili B	i cemigo	
	ivianaging reelings and		İ				
	emotions	Mindfulness					
Computing	emotions ESafety	Mindfulness ESafety	ESafety	Copy & paste pirate	Copy & paste pirate	Copy & paste pirate	Copy & paste pirate
objectives	emotions ESafety To know where to go for	Mindfulness ESafety To know how to use	To understand that	Copy & paste pirate pictures, adding text	Copy & paste pirate pictures, adding text	Copy & paste pirate pictures, adding text	Copy & paste pirate pictures, adding text
objectives E-safety	emotions ESafety To know where to go for help and support when	Mindfulness ESafety To know how to use technology safely and	To understand that personal information is	pictures, adding text	pictures, adding text	pictures, adding text	pictures, adding text
objectives	emotions ESafety To know where to go for help and support when they have concerns about	Mindfulness ESafety To know how to use technology safely and respectfully, keeping	To understand that personal information is unique to them and should	pictures, adding text To know how to ICT to	pictures, adding text To know how to use ICT	pictures, adding text To develop the skill of	pictures, adding text To develop the skill of
objectives E-safety	emotions ESafety To know where to go for help and support when	Mindfulness ESafety To know how to use technology safely and	To understand that personal information is	pictures, adding text	pictures, adding text	pictures, adding text	pictures, adding text

Multimedia and Processing B1, B4	internet or other online technologies. A1		teacher or parent's permission A3	image or piece of text B4	image or piece of text B4	colour, size, font and style B1	colour, size, font and style B1
Music objectives B1,B2,B3,B4,C1,D1 Our land Musical focus: Exploring sounds Cross-curricular link: Geography	To know how to explore timbre and texture to understand how sounds can be descriptive.	To understand how to listen to and identify contrasting sections of descriptive music.	To know how to produce different sounds.	To know how to match descriptive sounds to an image.	To know how to listen to and evaluate compositions. B4	To understand how to rehearse and refine a developed performance.	To develop the skill of evaluating a composition.