## 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	Character description	Character description	Character description	Non-chronological report	Non-chronological report	Non-chronological report	Non-chronological report
Reading progression skills-	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)	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)	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)	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)	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)	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)	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,	
vocabulary)	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,	
				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	
							more about?")	
SEND SC	To know how to write	To understand how to use	To know how to	To understand how to	To develop the skill of	To know how to use	To know how to use	
	consistently in the third	appropriate adverbs to	consistently use a comma	use inverted commas	using conjunctive	'when', 'because' and	commas in a list.	
	person.	begin my sentences.	after a fronted adverb.	to open and close	adverbs from a word	'as' to join clauses.		
				speech.	bank to sequence my			
11 1 21	ACCENIDEDS	DECCEMBERG			work.	7' 1.0	N. I. C. III	
<u>Handwriting</u>	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	
D : 1 C				k, h, t, b,		V, W	C 1 :	
Rainbow Grammar	Subject, predicate, stop	Subject, predicate, stop	Subject, predicate, stop-	Subject, predicate,	Subject, predicate,	Subject, predicate,	Subject, predicate,	
(where			using fronted adverbials	stop- using fronted	stop- using	stop- using fronted	stop-punctuation types.	
<u>appropriate)</u>				adverbials	coordinating	adverbials		
					conjunctions			
<u>Cross-curricular</u>			Maths:					
<u>Writing</u>		Scienc	e: explanation/instructions of f					
<u>Opportunities</u>			History: Poster/description					
			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							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6		
Science objectives	AACCK T	Materials	AACCV 2	VVCCN 4	Working Scientifically	AACEV O		
Science objectives		IVIGLEIIGIS			Testing ships (materials)			
Working		To develop the skill of			resume simps (materials)			
Scientifically		identifying and comparing						
Scientifically	l	racinarying and companing		1		l .	l .	

A2, A3, A4	the suitability of a variety			To understand how to		
, ,	of everyday materials,			observe closely, using		
llass of susmident						
Uses of everyday	including wood, metal,			simple equipment. A2		
materials	plastic, glass, brick, rock,					
E1, E2	paper and cardboard for			To know how to		
	particular uses E1			perform simple tests.		
	,			A3		
	To understand how the			, .5		
	shapes of solid objects			To understand how to		
	made from some			identify and classify. A4		
	materials can be changed					
	by squashing, bending,					
	twisting and stretching. E2					
	twisting and stretching. LZ					
History objectives		Blackbeard				
History objectives		Biackbeard				
Knowledge and		To know simple reasons				
Understanding		why changes occurred in				
B1,		the past.				
,		B1				
Organise, Evaluate		51				
		To see do not see all bossets				
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				
LI						
		using various sources to				
		answer questions about				
		the past. E1				
Geography					<u> </u>	
objectives						
Religious					Religion: Christianity	
Education						
					The same of NA/Is and all al	
<u>objectives</u>					Theme: What did	
					Jesus teach?	
Personal						
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	
31						
			l	1		

				To know when Jesus	
				showed kindness or	
				shared the	
				importance of being	
				kind.B1	
				(((((((((((((((((((((((((((((((((((((((	
				To develop the skill of	
				explaining if I think	
				Christians should be	
				kind and why. C1	
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					arawiii8). 7 (1
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.		
objectives					
55,55055			To know how to		
Design B1, B2			develop my own ideas		
Design D1, D2			acveropiniy ovviriacas		

Evaluate C1,C2,C3				from initial starting			
Evaluate C1,C2,C3				points. B1			
Make							
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			
				Improve it. 62			
				To know how to			
				evaluate a range of			
				existing products. C3			
				To understand how to			
				choose the best tools			
				and materials. D1			
				To develop the skill of			
				joining things (materials,			
				components) in			
				different ways. D2			
				·			
				To develop the skill of			
				measuring materials to			
				use in a model or structure. D3			
				Stracture. Do			
PSHE objectives	Hygiene	Promoting belong & connectedness	Teamwork	Getting help	Safeguarding	Feelings	
	Managing feelings and emotions	Mindfulness					
Computing	ESafety	ESafety	ESafety	Copy & paste pirate	Copy & paste pirate	Copy & paste pirate	Copy & paste pirate
objectives	To know where to go for	To know how to use	To understand that	pictures, adding text	pictures, adding text	pictures, adding text	pictures, adding text
E-safety	help and support when	technology safely and	personal information is			_ , ,	_ , , ,
A1, A2, A3	they have concerns about	respectfully, keeping	unique to them and should	To know how to ICT to	To know how to use ICT	To develop the skill of	To develop the skill of editing—including
	content or contact on the	personal information private A2	not be shared without a	source, generate, amend and delete an	to source, generate, amend and delete an	editing – including	editilig- ilicidalilig

	ernet 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
B1,B2,B3,B4,C1,D1 timbr Our land under		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. D1	To develop the skill of evaluating a composition.