Windmill L.E.A.D Academy
Lead · Empower · Achieve · Drive

Medium Term Plan – Autumn 2 – Year 2

Core Text: *Nat Fantastic*

Topic: Superheroes

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Maths Teaching and Learning	Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.	Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs.	Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.	Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. Know the number of minutes in an hour and the number of hours in a day.	Compare and sequence intervals of time.	Solve problems involving time and intervals of time.
Writing Text Type outcome	Narrative	Narrative	Narrative	Narrative	Instructions	Instruction	Poetry
Reading progression skills	To know how to draw on 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 favourite words and phrases (1a) To identify and link two significant events in a shared story (1b) To ake inferences from the text (1d)	To know how to retrieve and record information from fiction and non-fiction (1b) To develop the skill of discussing the significance of the title and events (1d) To understand how to make a plausible prediction about what might happen on the basis of what has been read so far (1e)	To understand simple cause and effect in texts, with a clearly stated link (1b) To know how to retell the key events from their own story in the correct sequence (1c) To develop the skill of drawing on what they already know or on background information and vocabulary provided by the teacher (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 making inferences about a character's actions based on specific events (1d)	To identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information (1b) To develop the skill of answering and asking questions (1d)	To retrieve and record information from fiction and non-fiction (1b) To identify and explain the sequence of events in texts (1c) To know how to explain why a character thinks, feels or behaves in a specific way (1g)
T4W Stage	Imitation re-tell	Imitation	Innovation	Innovation	Grammar & vocab	Re-tell	Imitation
Grammar and Punctuation (Active English)	Third and first person	Commas (rule of three)	Conjunctions (co-ordinating)	Exclamation marks	Command sentences	Time conjunctions (First, next, after that)	Third and first person
Spelling	Follow spelling booklets	Follow spelling booklets	Follow spelling booklets	Follow spelling booklets	Follow spelling booklets	Follow spelling booklets	Follow spelling booklets

Terminology (technical vocabulary)	Character, setting, build up, problem/dilemma, resolution, adventure, imitate, noun, adjective, verb	Character, setting, build up, problem/dilemma, resolution, adventure, imitate, noun, adjective, verb	Character, setting, build up, problem/dilemma, resolution, adventure, imitate, noun, adjective, verb	Character, setting, build up, problem/dilemma, resolution, adventure, imitate, noun, adjective, verb	Instructions, command, time connectives, verbs, non-fiction, chronological order, purpose	Instructions, command, time connectives, verbs, non-fiction, chronological order, purpose	Poem, rhyme, rhythm, line, verse, acrostic, shape
Greater Depth SC	To know how to use similes to add description	To understand how to use exclamation sentences in my writing	Ito know how to use a range of conjunctions to extend my sentences	To develop the skill of editing and improving my work independently	To develop the skill of using co-ordinating conjunctions to give more information to a reader	To know how to punctuate adverbial openers correctly	To know how to use similes to add description
SEND SC	To know how to write consistently in the third person	To develop the skill of using commas in a list	To know how to use conjunctions 'and', 'or' and 'but' to extend sentences	I To develop the skill of using fronted adverbials that are punctuated accurately	To understand how to identify verbs in a text	To know how to time conjunctions to order my writing	To know how to consistently in the third person
Handwriting	Recap – curly, long ladder, robot, zig zag	Diagonal joins- a, c, d, e, h, l, m, n (e.g an)	Horizontal joins – v,w,o,r (e.g or)	F and high frequency 'f' words	K and high frequency 'k' words	B and d, high frequency 'b' and 'd' words	Recap – curly, long ladder, robot, zig zag
Rainbow Grammar (where appropriate)	Noun phrases	Noun phrases	Noun phrases	Noun phrases	Adverbial phrases	Adverbial phrases	Adverbial phrases
Cross-curricular Writing Opportunities	Science: Animals including humans diagram with captions Letter on how to stay healthy D&T: instructions RE: The nativity story Geography: labelling History: captions						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
Science objectives Working Scientifically A1, A2, A3, A4, A5	Animals including Humans To know how to ask simple questions about the world around me. A1 To understand how to use my observations to suggest answers to questions A5	Animals including Humans To develop the skill of observing closely, using simple equipment. A2 To know how to perform simple tests. A3 To understand how to identify and classify. A4					

Animals, including humans D1, D2, D3	To understand that animals, including humans, have offspring which grow into adults. D1	To know about and describe the basic needs of animals, including humans, for survival (water, food and air) D2 To understand the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. D3					
History objectives Chronological Awareness A1, A2, A3, A4			**Timeline of superhero comics** To know similarities and differences between the past and present. A1 To understand that dates are used to identify events in the past. A2 To develop the skill of using a timeline to place important events A4 To know how to recount changes in my own life over time. A3				
Geography objectives Geographical skills and field work. A4 Human and Physical Geography B5 Locational Knowledge C2, C3					**Oceans & Continents** To develop the skill of using world maps and atlases to identify some countries, continents and oceans. A4 To know the names of the continents of the world and find them in an atlas. C2 To know the names of the world's oceans and find them in an atlas. C3 To know the main features of a hot and cold place and locate a		

						hot and cold place on a map. B5	
Religious Education objectives Personal Resonance A2 Knowledge and Understanding B2 Evaluation and Critical Thinking C2						**Religion:** Christianity **Theme:** Christmas - Jesus as gift from God **Key Question:** Why do Christians believe God gave Jesus to the world? To understand how showing love and care to others can solve problems. A2 To understand that Christians believe Jesus was a gift from God. B2 To know reasons why Christians believe God gave Jesus to the world. C2	
Art objectives Computer Art D1 Exploring and Developing Ideas F1 2d Art (Drawing and Painting) B1, B2			<ins>Silhouette Computer Art</ins> To develop the skill of using simple mark-making tools in an IT paint package (e.g. brush and pen tools) which create an aesthetically pleasing effect. D1 <ins>Superhero Capes on printed silhouette background</ins> To know how to record and explore ideas from first-hand observation, experience and imagination and follow through with ideas with growing independence. F1 To develop the skill of carrying out different				

			printing techniques (monoprint, block, relief and resist). B1 To know how to design patterns of increasing complexity and repetition. B2				
Design and Technology objectives Cooking and Nutrition A1 Design B1, B2 Evaluate C1, C2, C3				**Super Smoothies** To know how to describe the properties of the materials/ingredients I am using. A1 To know how to develop my own ideas from initial starting points. B1 To develop the skill of creating a design and planning how to carry it out. B2 To know how to explain my choices of materials and techniques. D1 To know what went well with my work and suggest how I would improve it. D2 To know how to Revaluate a range of existing products. D3				
PSHE objectives	Race	British values	Bullying	Safeguarding	Appropriate touch	Illness	Dental hygiene
Computing objectives Programming C1, C2, C3	**Programming – Beebots** To know how to improve/amend a sequence of commands C1	**Programming – Rapid Router** To know how to improve/amend a sequence of commands C1	**Silhouette Computer Art** To develop the skill of using simple mark-making tools in an IT paint package (e.g. brush and pen tools) which create an aesthetically pleasing effect. (Art D1)	**Programming – Beebots** To understand that programs execute by following precise and unambiguous instructions C2	**Programming – Rapid Router** To understand that programs execute by following precise and unambiguous instructions C2	**Programming – Beebots** To understand how to use logical reasoning to predict the behaviour of simple programs C3	**Programming – Rapid Router** To understand how to use logical reasoning to predict the behaviour of simple programs C3

Music objectives A1, A2, A3,B5, B6. Toys Musical Focus: Beat Cross-curricular: PSHE	To know how to keep a steady beat at different speeds (tempo). A1	To understand how beats can be marked within a four beat metre. A2	To know how to develop a sense of steady beat through chant, actions and the use of instruments. A3	To know how to perform a steady beat. A1	To understand a change in tempo. B5	To understand how to respond to images. B6	To understand how to respond to images. B6