

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
<u>Maths</u> <u>Teaching and</u> <u>Learning</u>	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)
<u>T4W Stage</u> Grammar and <u>Punctuation</u> (Active English)	Imitation re-tell Third and first person	Imitation Commas (rule of three)	Innovation Conjunctions (co- ordinating)	Innovation Exclamation marks	Grammar & vocab Command sentences	Re-tell Time conjunctions (First, next, after that)	Imitation 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



<u>Terminology</u>	Character, setting, build	Character, setting, build up,	Character, setting, build up,	Character, setting, build	Instructions, command,	Instructions,	Poem, rhyme, rhythm,
(technical	up, problem/dilemma,	problem/dilemma,	problem/dilemma,	up, problem/dilemma,	time connectives, verbs,	command, time	line, verse, acrostic,
<u>vocabulary)</u>	resolution, adventure,	resolution, adventure,	resolution, adventure,	resolution, adventure,	non-fiction,	connectives, verbs,	shape
	imitate, noun, adjective,	imitate, noun, adjective,	imitate, noun, adjective,	imitate, noun, adjective,	chronological order,	non-fiction,	
	verb	verb	verb	verb	purpose	chronological order,	
						purpose	
<u>Greater Depth</u>	To know how to use	To understand how to use	Ito know how to use a	To develop the skill of	To develop the skill of	To know how to	To know how to use
<u>SC</u>	similes to add description	exclamation sentences in	range of conjunctions to	editing and improving	using co-ordinating	punctuate adverbial	similes to add
		my writing	extend my sentences	my work independently	conjunctions to give	openers correctly	description
					more information to a		
					reader		
SEND SC	To know how to write	To develop the skill of using	To know how to use	I To develop the skill of	To understand how to	To know how to time	To know how to
<u></u>	consistently in the third	commas in a list	conjunctions 'and', 'or' and	using fronted adverbials	identify verbs in a text	conjunctions to order	consistently in the third
	person		'but' to extend sentences	that are punctuated	,	my writing	person
	F			accurately		,	P
<u>Handwriting</u>	Recap – curly, long ladder,	Diagonal joins- a, c, d, e, h,	Horizontal joins – v,w,o,r	F and high frequency 'f'	K and high frequency 'k'	B and d, high	Recap – curly, long
	robot, zig zag	l, m, n (e.g an)	(e.g or)	words	words	frequency 'b' and 'd'	ladder, robot, zig zag
						words	
<u>Rainbow</u>	Noun phrases	Noun phrases	Noun phrases	Noun phrases	Adverbial phrases	Adverbial phrases	Adverbial phrases
<u>Grammar</u>							
<u>(where</u>							
<u>appropriate)</u>							
Cross-		Sci	ence: Animals including humans				
<u>curricular</u>			Letter on how to stay				
<u>Writing</u>			D&T: instructio				
<u>Opportunities</u>			RE: The nativity	-			
			Geography: labe	-			
			History: captio	115			
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
<u>Science</u>	Animals including Humans	Animals including Humans					
<u>objectives</u>	To know how to ask simple	To develop the skill of					
	questions about the world	observing closely, using					
Working	around me. A1	simple equipment. A2					
Scientifically	To understand how to use	To know how to perform					
A1, A2, A3, A4,	my observations to	simple tests. A3					
A5	suggest answers to	To understand how to					
	questions A5	identify and classify. A4					



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Animals,	To understand that	To know about and				
including	animals, including	describe the basic needs of				
humans	humans, have offspring	animals, including humans,				
D1, D2, D3	which grow into adults. D1	for survival (water, food				
32, 32, 30		and air) D2				
		To understand the				
		importance for humans of				
		exercise, eating the right				
		amounts of different types				
		of food, and hygiene. D3				
History			Timeline of superhero			
objectives			<u>comics</u>			
			To know similarities and			
Chronological			differences between the			
Awareness A1,			past and present. A1			
A2, A3, A4			pust and present. At			
A2, A3, A4			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					Oceans & Continents	
objectives						
objectives						
					To develop the skill of	
Geographical					using world maps and	
skills and field					atlases to identify some	
work.					countries, continents	
A4					and oceans. A4	
					To know the names of	
Human and					the continents of the	
Physical					world and find them in	
Geography					an atlas. C2	
B5					To know the names of	
25					the world's oceans and	
Locational					find them in an atlas. C3	
Knowledge					To know the main	
C2, C3					features of a hot and	
					cold place and locate a	



			hot and cold place on a		
			map. B5		
Religious				Religion: Christianity	
Education					
objectives				Theme: Christmas -	
				Jesus as gift from God	
Personal					
Resonance A2				Key Question: Why	
Resonance Az				do Christians believe	
Koo ah da da a					
Knowledge				God gave Jesus to the	
and				world?	
Understanding				To understand how	
B2				showing love and care	
				to others can solve	
Evaluation and				problems. A2	
Critical				To understand that	
Thinking				Christians believe	
C2				Jesus was a gift from	
				God. B2	
				To know reasons why	
				Christians believe God	
				gave Jesus to the	
A 1 1 1 1				world. C2	
Art objectives		Silhouette Computer Art			
		To develop the skill of using			
Computer Art		simple mark-making tools in			
D1		an IT paint package (e.g.			
		brush			
Exploring and		and pen tools) which create			
Developing		an aesthetically pleasing			
Ideas		effect. D1			
F1					
		Superhero Capes on printed			
2d Art		silhouette background			
(Drawing and		To know how to record and			
Painting)		explore ideas from first-			
		hand observation,			
B1, B2					
		experience and imagination			
		and follow through with			
		ideas with growing			
		independence. F1			
		To develop the skill of			
		carrying out different			



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



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