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

Medium Term Plan – Summer 2 – Year 2

Core Text: *Rio movie book*

Topic: Rio!

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
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| Maths Teaching and Learning | Place Value consolidation partition two-digit numbers into different combinations of tens and ones. | Addition and Subtraction consolidation add 2 two-digit numbers within 100 (e.g. 48 + 35) and can demonstrate their method using concrete apparatus or pictorial representations. use estimation to check that their answers to a calculation are reasonable solve word problems that involve more than one step. | Multiplication and division consolidation recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary. determine remainders given known facts | Fractions consolidation identify 1/3, 1/4, 1/2, 2/4, 3/4 and knows that all parts must be equal parts of the whole find and compare fractions of amounts | Money, Time consolidation use different coins to make the same amount (e.g. use coins to make 50p in different ways; work out how many £2 coins are needed to exchange for a £20 note) read the time on the clock to the nearest 15 minutes read the time on the clock to the nearest 5 minutes | Measure (length, weight, mass) consolidation read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are read scales in divisions of ones, twos, fives and tens in a practical situation where not all numbers on the scale are given. | Shape consolidation describe properties of 2-D and 3-D shapes describe similarities and differences of shape properties. |
| Writing Text Type Outcome | Narrative | Narrative | Narrative | Narrative | Character description | Missing Poster | Poetry |
| Reading Progression Skills | To develop the skill of finding a word in a sentence/page that has the same meaning as a given word or simple phrase.(1a)<br><br>To develop the skill of explaining why a character thinks/feels/behaves in a specific way (based on an event within the text). (1b)<br><br>To understand how to justify the prediction based on what has | To develop the skill of finding a word in a sentence or page that has the same meaning as a given word or phrase (1a)<br><br>To develop the skill of successfully locating some specific information.  E.g. key events, character names etc. (1b)<br><br>To develop the skill of making inferences about a character's actions based on specific events (1d) | To understand simple cause and effect in texts, where the link is clearly stated or suggested.  (1b) -<br>To know how to read between the lines using clues from the text and pictures referring to thoughts, feelings and actions. (1d)<br><br>To develop the skill of successfully commenting upon features of language E.g. rhymes, alliteration | To understand simple cause and effect in texts, with a clearly stated link (1b)<br><br>To know how to identify and explain the sequence of events in texts (1c)<br><br>To understand how to make inferences from the text (1d) | To identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information (1b)<br><br>To develop the skill of making simple inferences about the character's actions from the text, based on a specific event - including 'How…?' and 'Why…?' questions. (1d) | To understand how tor etrieve and record information from fiction and non-fiction (1b)<br><br>To develop the skill of drawing on what they already know or on background information and vocabulary provided by the teacher (1d) | To know how to identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information (1b)<br><br>To develop the skill of retelling the key events, in the correct sequence, from the story they are reading (1c)<br><br>To develop the skill of identifying specific words or phrases (e.g. |

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| | already happened within the story. (1e) | | and significant words/phrases. (1g) | | | | alliteration) that they find interesting, explaining their opinions for their choice/s (1g is not an official domain) (1g) |
| T4W Stage | Grammar & vocab | Imitation | Innovation | Innovation | Imitation | Invent | Imitate |
| Grammar and Punctuation (Active English) | Adverbial phrases | Commas (rule of three) | First person | Possessive apostrophes | Apostrophes for omission | Conjunctions | Two adjectives |
| 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) | Narrative, setting, describe, description, sequence, beginning, middle end, problem, resolution, adjectives, noun phrases, adverbs, adverbial phrases, similes, metaphors. | Narrative, setting, describe, description, sequence, beginning, middle end, problem, resolution, adjectives, noun phrases, adverbs, adverbial phrases, similes, metaphors. | Narrative, setting, describe, description, sequence, beginning, middle end, problem, resolution, adjectives, noun phrases, adverbs, adverbial phrases, similes, metaphors. | Narrative, setting, describe, description, sequence, beginning, middle end, problem, resolution, adjectives, noun phrases, adverbs, adverbial phrases, similes, metaphors. | Character, describe, adjectives, noun phrases, adverbial phrases, third person | Information, uses, note form, phrases, description, key information | Poem, poetry, lines, verses, rhyme, describe, effect. |
| Greater Depth SC | To know how to use similes to add description | To know how to write specifically and coherently for a specific purpose | I understand how to use speech to interest the reader. | To develop the skill of being precise with language by using specific nouns and well-chosen adjectives | To know how to make exciting word choices and a variety of adverbial phrases. | To develop the skill of editing my work making simple additions and revisions | To know how to use rhyme and repetition. |
| SEND SC | To know how to write consistently in the third person | To develop the skill of using noun phrases to describe | To know how to sequence my own ideas | To know how to innovate characters in a story | I understand the difference between third and first person. | To know how to write in the third person. | To know how to use repeated phrases. |
| Handwriting | Follow letter join | Follow letter join | Follow letter join | Follow letter join | Follow letter join | Follow letter join | Follow letter join |
| Rainbow Grammar | Prepositions | Similes | Singular/plural | Speech bubbles | Singular/plural | Coordinating conjunctions | Adjectives |
| Cross-curricular Writing Opportunities | Science – Investigation<br>Geography – Similarities and differences<br>DT – Evaluation | | | | | | |
| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
| Science objectives<br><br>Living Things and their habitats<br>B1, B2, B3, B4 | | Living things and their habitats<br><br>To develop the skill of exploring and comparing | | Plants<br><br>To develop the skill of observing and describing how seeds | | | |

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| Plants<br>C1, C2 | | the differences between things that are living, dead, and things that have never been alive B1<br><br>To understand that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other B2<br><br>To know and name a variety of plants and animals in their habitats, including micro-habitats B3<br><br>To know how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.B4 | | and bulbs grow into mature plants C1<br><br>To develop the skill of finding out and describing how plants need water, light and a suitable temperature to grow and stay healthy C2 | | | |
| History objectives | NA | NA | NA | NA | NA | NA | NA |
| Geography objectives<br><br>Geographical skills and fieldwork<br>A1<br><br>Human and Physical Geography<br>B1, B2, B3, B4, B6 | | | <u>Geographical similarities and differences – Rio city, The Amazon, UK</u><br><br>To know how to use simple fieldwork and observational skills to study the geography of the key human and physical features of the school's surrounding environment.<br>A1 | | | | |

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| | | | *Which human and physical features can we identify in our local environment? A1*<br><br>To know key features of a place, using words like, beach, coast, forest, hill, mountain, ocean, valley. B1<br><br>To understand what facilities a town or village might need. B2<br><br>To know when people spoil the area or make it better. B3<br><br>To develop the skill of drawing similarities and differences between different locations in the world. B4<br><br>To know key features associated with a town or village e.g. factory, shopping centre, school, park. B6 | | | | |
| <u>Religious Education objectives</u><br><br>Personal Resonance A6<br><br>Knowledge and Understanding B6<br><br>Evaluation and Critical Thinking C6 | **Religion:** Islam<br><br>**Theme:** Hajj<br><br>**Key Question:** Does completing Hajj make a person a better Muslim?<br><br>To know how to discuss special journeys we have made and how they made us feel. A6<br>To know and describe some of the events that happen during Hajj and | | | | | | |

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| | explain why these are important to Muslims. B6 To understand the significance of Hajj to a Muslim. C6 | | | | | |
| Art objectives<br><br>Exploring and Developing Ideas<br>F1, F2<br><br>2d Art (Drawing and Painting)<br>A1, A2, A3, | | | | | Rio city scapes<br>To develop the skill of recording and exploring ideas from first hand observation, experience and imagination and follow through with ideas with growing independence. F1<br><br>To develop the skill of exploring the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. F2<br><br>To know how to mix paint to create all the secondary colours. A1<br><br>To know how to create tints with paint by adding white. A2<br><br>To know how to create tones with paint by adding black. A3 | |

| Design and Technology objectives<br><br>Technical Knowledge E2<br><br>Make D1, D2, D3<br><br>Design B1,B2<br><br>Evaluate C1 | | | | | Carnival Headdresses<br>I can select appropriate adhesives and explain why they are suitable. E2<br><br>I can choose the best tools and materials. C1<br><br>To develop the skill of joining things (materials, components) in different ways. C2<br><br>To know how to measure materials to use in a model or structure. C3<br><br>To know how to develop my own ideas from initial starting points. B1<br><br>To understand how to create a design and plan how to carry it out.<br>B2<br>To develop the skill explaining my choice of materials D1 | | |
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| PSHE objectives | British values | Loss | Safeguarding | Living and growing | Safeguarding | Mental health | Transition |
| Computing objectives<br><br>E-Safety A1, A2, A3<br><br>Communication and Collaboration D1, D2 | E-Safety<br>To know where to go for help and support when they have concerns about content or contact on the internet or other online technologies. A1 | E-Safety<br>To know how to use technology safely and respectfully, keeping personal information private A2 | E-Safety<br>To understand that personal information is unique to them and should not be shared without a teacher or parent's permission A3 | Communication & collaboration<br>To develop the skill of comparing the different methods of sending messages D1<br><br>To understand the advantages/ disadvantages of | Communication & collaboration<br>To develop the skill of comparing the different methods of sending messages D1<br><br>To understand the advantages/ disadvantages of | Communication & collaboration<br>To develop the skill of comparing the different methods of sending messages D1<br><br>To understand the advantages/ disadvantages of | |

| Music objectives<br>A1, A10, B8, C3, C4<br> Animals<br>Musical Focus:<br>Pitch<br>Cross-curricular:<br>PE | To know how to listen to a steady beat and respond with movement.<br>A1 | To understand and respond to changes in pitch.<br>B8 | To know how to perform changes in pitch using the whole body movement or voice.<br>D8 | contributions on public platforms D2<br>To understand and perform upwards and downwards pitch direction.<br>B8 | contributions on public platforms D2<br>To understand how to read pitch notation line.<br>A10 | contributions on public platforms D2<br>To know how to play pitch lines on tuned percussion.<br>C3 | To know how to combine pitch change with other changes in other elements/dimensions.<br>C4 |
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