

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 (x), 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 Grammar and Punctuation (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

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
<u>Handwriting</u>	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
<u>Cross-</u> curricular		Scie	ence: Animals including humans Letter on how to sta				
Writing			D&T: instruction	•			
<u>Opportunities</u>			RE: The nativity				
			Geography: labe History: captio				
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
<u>Science</u> objectives	Animals including Humans To know how to ask simple	Animals including Humans To develop the skill of					
objectives	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 questions A5	To understand how to identify and classify. A4					
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Locational find them in an atlas. C3	Locational find them in an atlas. C3 Knowledge To know the main features of a hot and						
	Knowledge C2, C3 To know the main features of a hot and	Locational					
NIOWICURC I I I I I I I I I I I I I I I I I I I	C2, C3 features of a hot and						
		,, ==				cold place and locate a	

	Total Linpoints	2				I
				hot and cold place on a		
				map. B5		
Religious					Religion: Christianity	
Education					,	
objectives					Theme: Christmas -	
objectives						
					Jesus as gift from God	
Personal						
Resonance A2					Key Question: Why	
					do Christians believe	
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	
					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			Circui Di			
LŢ						
			Superhero Capes on printed			
2d Art			silhouette background			
(Drawing and			To know how to record and			
Painting)			explore ideas from first-			
B1, B2			hand observation,			
01, 02			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				
			and resist). B1				
			Ta lua avvi havvi ka alaadan				
			To know how to design				
			patterns of increasing				
			complexity and repetition.				
			B2				
Design and				Super Smoothies			
<u>Technology</u>				To know how to			
<u>objectives</u>				describe the properties			
				of the			
Cooking and				materials/ingredients I			
Nutrition				am using. A1			
A1				To know how to			
				develop my own ideas			
Design				from initial starting			
B1, B2				points. B1			
				To develop the skill of			
Evaluate				creating a design and			
C1, C2, C3				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	Race	British values	Bullying	Safeguarding	Appropriate touch	Illness	Dental hygiene
<u>objectives</u>	1.000	Divisir Values	24,8	24.2544.4116	, ippi opilate todell		201101117610110
Computing	Programming –	Programming –	Silhouette Computer Art	Programming –	Programming –	Programming –	Programming –
objectives	<u>Beebots</u>	Rapid Router	To develop the skill of using	Beebots	Rapid Router	Beebots	Rapid Router
	To know how to	To know how to	simple mark-making tools in	To understand that	To understand that	To understand how to	To understand how to
Programming	improve/amend a	improve/amend a sequence	an IT paint package (e.g.	programs execute by	programs execute by	use logical reasoning	use logical reasoning to
C1, C2, C3	sequence of commands C1	of commands C1	brush	following precise and	following precise and	to predict the	predict the behaviour of
01, 02, 03		31 6611111141143 61	and pen tools) which create	unambiguous	unambiguous	behaviour of simple	simple programs C3
			an aesthetically pleasing	instructions C2	instructions C2	programs C3	Simple programs CS
			effect. (Art D1)	mistractions cz	mon denoma ez	programs co	
			cricet. (Art DI)				



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
<u>objectives</u>	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	В6
В6.	A1	A2	the use of instruments.				
Toys			A3				
Musical Focus:							
Beat							
Cross-							
curricular:							
PSHE							