

Repton Manor Primary School Medium Term Plan

Creating Use info to create something new	Evaluating Critically examine info and make judgements	Analysing Take info apart and explore relationships	Greater Depth Skills
Applying Use info in a new situation			
Understanding Understand and make sense of info			Expected Skills
Remembering Remember and recall info			Emerging Skills

Topic: Superheroes

Year Group: 2

Terms: 3 and 4

Subject - Discrete	Maths					
Unit	Measurement – Money (2 weeks)	Number – multiplication and division (2 weeks)	Statistics (1 week)	Properties of shape (1 week)	Fractions (2 week)	Measure: Length and height (1 week)
Concepts	<ul style="list-style-type: none"> Count money - pence Count money – pounds (notes and coins) Select money Make the same amount Compare money Find the total Find the difference Find change Two-step problems 	<ul style="list-style-type: none"> Make equal groups – sharing Make equal groups – grouping Divide by 2 Odd & even numbers Divide by 5 Divide by 10 	<ul style="list-style-type: none"> Make tally charts Draw pictograms (1-1) Interpret pictograms (1-1) Draw pictograms (2, 5 and 10) Interpret pictograms (2, 5 and 10) Block diagrams 	<ul style="list-style-type: none"> Recognise 2-D and 3-D shapes Count sides on 2-D shapes Count vertices on 2-D shapes Draw 2-D shapes Lines of symmetry Sort 2-D shapes Make patterns with 2-D shapes Count faces on 3-D shapes Count edges on 3-D shapes Count vertices on 3-D shapes Sort 3-D shapes Make patterns with 3-D shapes 	<ul style="list-style-type: none"> Make equal parts Recognise a half Find a half Recognise a quarter Find a quarter Recognise a third Find a third Unit fractions Non-unit fractions Equivalence of 1 2 and 2 4 Find three quarters Count in fractions 	<ul style="list-style-type: none"> Measure length (cm) Measure length (m) Compare lengths Order lengths Four operations with lengths <p style="text-align: center;">SATs preparation (revision based on gap analysis)</p>

Subjects - Discrete	RE		MLF	PE - Outdoors		PE - Indoors	
Unit	Judaism - Passover	Islam		Ball skills - Hockey	OAA	Dance	Ball skills (netball)
Concepts	<p>We are learning to understand how celebrating Passover and keeping Kashrut (food laws) help Jews show God they value their special relationship with Him.</p> <ul style="list-style-type: none"> • How special is the relationship Jews have with God? • Who do I believe I am? • Does it feel special to belong? 	<p>We are learning to explain what commitment means to us and to Muslims by knowing about how Muslims pray 5 times a day.</p> <ul style="list-style-type: none"> • Does praying at regular intervals everyday help a Muslim in his/her everyday life? • Who do I believe I am? • Does it feel special to belong? 		<ul style="list-style-type: none"> • Can show control when dribbling with the ball. • Can show a change of speed when travelling with the ball. • Can show changes of direction on command when dribbling. • Can hold the stick with one hand at the top and one hand in the middle. • Can complete and demonstrate technical parts of the lesson. • Can follow the rules of the game. 	<ul style="list-style-type: none"> • Develop fundamental movement skills, becoming increasingly confident. Engage in competitive and cooperative activities. <p>Develop and master fundamental movement skills. Participate in competitive and cooperative physical activities</p>	<ul style="list-style-type: none"> • I can change rhythm, speed, level and direction. • I can dance with control and co-ordination. • I can make a sequence by linking sections together. • I can link some movement to show a mood or feeling. 	<ul style="list-style-type: none"> • Understand all positions in netball and role within a team. • Pass, catch and pivot with control. • Understands attacking and defending positions • Choose skills that meets the needs of the situation. • Shoot with some accuracy. • Use a limited range to pass successfully.
NC objectives	<ul style="list-style-type: none"> • AT1 B Practices and ways of life • AT1 F Values and commitments 	<ul style="list-style-type: none"> • AT1 B Practices and ways of life • AT1 F Values and commitments 		<ul style="list-style-type: none"> • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns. 	<ul style="list-style-type: none"> • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns. 		

Topic	Big Questions	Subject Coverage (Subject, Context)	Objectives Covered (Copied from NC)
<p>Class Reader: Flat Stanley</p> <p>SS: Making a superhero costume</p> <p>MM: Movie afternoon watching animations</p> <p>FF: Fashion show for superhero masks.</p> <p>Learning Environment: Children as superheroes on display.</p>	<p>BQ1: Could you bring a superhero to life?</p> <p>Big Answer: Could you bring a superhero to life? (4 weeks)</p> <p>Children to make a superhero doll with a focus on materials. Children will have complete freedom over design. TASC wheel to be used.</p> <p>What does a superhero need? (2 weeks)</p> <p>Children to explain what a superhero needs in different parts of the world. Similarities and differences.</p>	<p>Reading: Superworm, Supertato, Traction man, Traction man bites back. retrieval and inference</p> <p>Writing, Fact files, narrative. Neil Armstrong</p> <p>GPS: Tenses Suffixes Word classes</p> <p>History: Neil Armstrong</p> <p>Computing: Design Superhero programs on digital devices</p> <p>Music: Music appreciation</p> <p>Geography: Map skills</p> <p>Life Skills: Personal care – linked to Writing</p>	<p>History</p> <ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] <p>Art:</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p>Computing:</p> <ul style="list-style-type: none"> create and debug simple programs use technology purposefully to create, organise, store, manipulate and retrieve digital content <p>Geography:</p> <ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage <p>Music</p> <ul style="list-style-type: none"> Pupils should be taught to: use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music.

	<p>BQ2: Can you become a superhero?</p> <p>Big Answer: Mask created and fashion show. (4 weeks)</p> <p>BQ3: Can you create a superhero theme tune?</p> <p>Big Answer: Chn create a piece of music to play whilst their superhero launches into the air. (2 weeks)</p> <p>KS1 SATS prep</p>	<p>Reading: Superworm, Supertato, Traction man, Traction man bites back. retrieval and inference</p> <p>Writing: Stories</p> <p>Music Composition, appreciation, playing tuned/untuned instruments, combining sounds.</p> <p>GPS: Sentence types Tenses Apostrophes (Contractions and possession)</p> <p>Art: Andy Warhol / Chuck Close</p> <p>Computing/Music: Create theme tune for superhero.</p> <p>Life Skills: Emotional and Social – How does the Baddie feel/ How does the superhero feel when they have saved someone?</p>	<p>Art:</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p>Music</p> <ul style="list-style-type: none"> Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high quality live and recorded music. Experiment with, select, create and combine sounds using interrelated dimensions of music. <p>Computing:</p> <p>Graphics</p> <ul style="list-style-type: none"> Use ICT to generate ideas for their work. Use various tools such as brushes, pens, rubber, stamps, shapes. Save, retrieve and print work. <p>Text</p> <ul style="list-style-type: none"> Use spacebar, backspace, delete, arrow keys, return. Start to use two hands when typing. Word process short texts to present. <p>Sound recording</p> <ul style="list-style-type: none"> Record sound at and away from a computer. Use software to record sounds. Change sounds recorded. Save, retrieve and edit sounds. <p>Music</p> <ul style="list-style-type: none"> listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music.
--	--	---	---

British Values:				
Democracy	Rule of law	Tolerance of different cultures and religions	Mutual respect	Individual liberty
<ul style="list-style-type: none"> A culture built upon freedom and equality, where everyone is aware of their rights and responsibilities. Leadership and accountability Joint decision making Team meetings The right to protest and petition Receiving and giving feedback 	<ul style="list-style-type: none"> The need for rules to make a happy, safe and secure environment to live and work. Legislation Agreed ways of working, policies and procedures How the law protects you and others Codes of conduct 	<ul style="list-style-type: none"> Understanding that we all don't share the same beliefs and values. Embracing diversity The importance of religion, traditions, cultural heritage and preferences 	<ul style="list-style-type: none"> Respecting the values, ideas and beliefs of others whilst not imposing our own others. Tackling stereotyping, labelling, prejudice and discrimination 	<ul style="list-style-type: none"> Protection of your rights and the right of others you work with. Equality and Human Rights Personal Development Respect and Dignity Rights, choice, consent and individuality Values and principles