

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			
Remembering Remember and recall info			Expected Skills
			Emerging Skills

Topic: The Lost World

Year Group: 2

Terms: 1 and 2

Subject - Discrete	Maths					
Unit	Place Value (3 weeks)	Number – addition and subtraction (5 weeks)	Measurement - Money (2 weeks)	Number – Multiplication and Division (1 week)	Consolidation (1 week)	

Subjects - Discrete	RE		MLF	Computing	PE - Outdoors		PE - Indoors	
Unit	What did Jesus teach?	Christmas and Christianity	Term 1 Introductions Greetings Term 2 Learning the days of the week, simple weather Learning colours	Term 1 Computer Systems and Networks – Technology around us Term 2 Multimedia - Photography	Games – ball skills throwing and catching	Games - football	Indoor Athletics	Gymnastics
NC objectives	• An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and		listen attentively to spoken language and show understanding	Recognise common uses of information technology beyond school. Use technology purposefully to create, organise, store,	PE1/1.1a 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	

	tolerated, and should not be the cause of prejudicial or discriminatory behaviour	by joining in and responding. speak in sentences, using familiar vocabulary, phrases and basic language structures.	manipulate and retrieve digital content • Use technology purposefully to create, organise, store, manipulate and retrieve digital content		
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Topic	Big Questions	Subject Coverage (Subject, Context)	Objectives Covered (Copied from NC)
<p>SS: Habitats for dinosaurs</p> <p>MM: Treasure hunt</p> <p>FF: Make a fossil hunt and train adults how to be explorers and find the fossils!</p> <p>Trips / Visitors: Explorer/ Port Lympne / parents</p> <p>Learning Environment: Classrooms to be transformed into the Lost World.</p>	<p>BQ1: What happened to the dinosaurs?</p> <p>Big Answer: Can you explain why the dinosaurs became extinct? (4 weeks)</p> <p>Children to present their answer in the way they choose. Children will have complete freedom over design. TASC wheel to be used.</p>	<p>Reading: The dinosaur diary – Julia Donaldson Gigantosaurus – Jonny Duddle Prehistoric Record Breakers (non-fiction) Captain Flinn and the Pirate Dinosaurs – Giles Andrae Explorers of the wild – Cale Atkinson</p> <p>Writing, Narrative Description</p> <p>GPS: Word classes CL and FS Conjunctions</p> <p>History: History of the earth and living creatures.</p> <p>Geography: Continents</p> <p>Life Skills: Self-regulation</p> <p>Science: Changes in state Animals including Humans</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>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>Science:</p> <ul style="list-style-type: none"> explore and compare the differences between things that are living, dead, and things that have never been alive

		<p>Art: Henry Moore</p>	<ul style="list-style-type: none"> • identify 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 • identify and name a variety of plants and animals in their habitats, including microhabitats • describe 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. • identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses • find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
	<p>BQ2: Can you create a musical performance?</p> <p>Outdoor Learning</p>	<p>Reading Prehistoric Record Breakers (non-fiction) Captain Flinn and the Pirate Dinosaurs – Giles Andrae Explorers of the wild – Cale Atkinson</p> <p>Writing, Narrative Description</p> <p>GPS: Word classes CL and FS Conjunctions</p> <p>History: History of the earth and living creatures.</p> <p>Geography: Continents</p> <p>Life Skills: Self-regulation</p> <p>Science: Changes in state Animals including Humans</p> <p>Life Skills: Emotional and Social skills.</p>	<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. • 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