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
Applying Use info in a new situation		
Understanding Understand and make sense of info		
Remembering Remember and recall info		

Greater Depth Skills

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)**	
Concepts	● Counting forwards and backwards within 20 ● Tens and ones within 20 ● Counting forwards and backwards within 50 ● Tens and ones within 50 ● Compare numbers within 50 ● Count objects to 100 and read and write numbers in numerals and words ● Represent numbers to 100 ● Tens and ones with a part-whole model	● Fact families – addition and subtraction bonds to 20 ● Check calculations ● Compare number sentences ● Related facts ● Bonds to 100 (tens) ● Add and subtract 1s ● 10 more and 10 less ● Add and subtract 10s ● Add by making 10 ● Add a 2-digit and 1-digit number – crossing ten	● Recognising coins and notes ● Count money – pence ● Count money – pounds (notes and coins) ● Count money – notes and coins ● Select money ● Make the same amount ● Compare money ● Find the total ● Find the difference ● Find change ● Two-step problems	● Make equal groups ● Add equal groups ● Make arrays	**Consolidate any concept which has not yet been secured.**	

	● Tens and ones using addition ● Use a place value chart ● Compare objects ● Compare numbers ● Order objects and numbers ● Count in 2s ● Count in 5s ● Count in 10s ● Count in 3s	● Subtraction - crossing 10 ● Subtract a 1-digit number from a 2-digit number – crossing ten ● Add two 2-digit numbers – not crossing ten – add ones and add tens ● Add two 2-digit numbers – crossing ten – add ones and add tens ● Subtract a 2-digit number from a 2-digit number – not crossing ten ● Subtract a 2-digit number from a 2-digit number – crossing ten – subtract ones and tens ● Find and make number bonds ● Bonds to 100 (tens and ones) ● Add three 1-digit numbers				

Subjects - Discrete	**RE**		**MLF**	**Computing**	**PE - Outdoors**		**PE - Indoors**	
Unit	What did Jesus teach?	**Christmas and Christianity**		Term 1 Computer Systems and Networks – Technology around us **Term 2** Multimedia - Photography	Games – ball skills throwing and catching	Games - football	Indoor Athletics	Gymnastics
Concepts	● Kindness ● The Kind man ● Kindness Story ●	● aving the world ● hristmas Story ● hristmas Spirit		● Project Evolve ● Computer parts – know how to switch it on and log on. ● Use a mouse in different ways ● Recognise the features of IT ● Move and resize images ● Open a file ● Explain how IT benefits us ● Use a digital device to take a photograph	A variety of opportunities to: **throw** a range of suitable equipment to hit targets, through nets and to a partner accurately. **Successfully catch** a range of equipment from a partner.	A mix of passing and movement drills Receiving and moving with the ball. Running with the ball under control Passing and movement in small sided matches.	● Explore running, jumping and throwing activities. ● increasing their awareness of speed and distance.	● Increase the range of basic gymnastic skills. Create simple sequences on the floor and then Transfer onto apparatus.

				• Understanding of good photographs, how to improve and change them			• Run over obstacles	
NC objectives	• An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour			Recognise common uses of information technology beyond school. Use technology purposefully to create, organise, store, manipulate and retrieve digital content • Use technology purposefully to create, organise, store, manipulate and retrieve digital content	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	

Topic	**Big Questions**	**Subject Coverage (Subject, Context)**	**Learning Opportunities**	**Objectives Covered (Copied from NC)**
Knowledge Encyclopaedia Dinosaurs! **The Dinosaur Awards.** **Prehistorical Encyclopaedia.** **The Dinosaur's Diary.** **The Girl and the Dinosaur.** **SS: Habitats for dinosaurs** **MM: Treasure hunt** **FF: Make a fossil hunt and train adults how to be explorers and find the fossils!** **Trips / Visitors: Explorer/ Port**	**BQ1:** What happened to the dinosaurs? **Big Answer:** Can you explain why the dinosaurs became extinct? (4 weeks) Children to present their answer in the way they choose. Children will have complete freedom over design. TASC wheel to be used.	**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 **Writing,** Narrative Description **GPS:** Word classes CL and FS Conjunctions **History:**	**Big events Solids liquids & gases- frozen balloons experiment.** Starter: uncover the "frozen dinosaur egg" (this will be a frozen balloon with food colouring with a plastic dinosaur skull inside). Say a museum has found a frozen dinosaur egg and they need our help to discover what's inside. Ask for ideas about how we could find out – *make a list of ideas.* **Chn should observe the changes throughout the lesson.** **Main:** Show video of scientist from Antarctica- help him to melt the ice to get the fossil out. Arrange children in a circle. Show a jug of water. Talk about why it is such a special material. Show how it can take the shape of any container. Demonstrate this, swirl it around and pour into something of a different shape. Ask - **How does water change if you cool it? How does it change if you heat it?** Talk about water droplets and how when they are water they can move around freely but don't have any space between them; they always come back to the same level. When they are ice they are locked closely together and form a solid. When they turn into steam they are far apart and can rush around. If possible, boil a kettle to demonstrate this (or just show steam rising from hot water from an urn), show it condensing on a metal spoon. Explain that water can change and then change back again when you heat or cool it. Give pairs of children an ice cube in a plastic cup. *What does ice look like? What does ice feel like? How is the ice like water? How is it different?* Tell chn to come up with some key words to describe the ice. Share ideas, write list and reinforce key vocabulary: *Did you come up with any of these words? What do they mean?* Choose a few words to focus on. Ask each pair to hold their ice cube, ask them to observe it closely and go around the circle collecting words and phrases. Ask - **Why is the ice melting?** Because your hands are warmer than the ice. Explain that each table will have their own mini dinosaur eggs to test to see how we can help them to melt. They also have different things on their table to help them melt their eggs – food colouring, salt, (small amount) of water. Activity 1: Write a number 1. Make an observational drawing of their ice egg.	**History** • 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] **Art:**

Lympne / parents **Learning Environment:** Classrooms to be transformed into the Lost World.		History of the earth and living creatures. **Geography**: Continents **Life Skills:** self-regulation **Science:** **Changes in state** **Animals including Humans** **Art:** **Henry Moore**	Activity 2: Write a number 2. Get some food colouring and take it in turns to add it. Wait 5 mins then draw another picture. During this time chn should talk about what they can see, what they can hear, use a magnifying glass to look closely. Activity 3: Repeat activity 2 for salt. Activity 4: Repeat activity 3 for warm water. DIFFERENTIATION: SEND/LA – use pre-drawn egg outlines MA – Draw own egg designs and write down the things they have added and key words to describe it. (see key vocab) ON LINED PAGE HA – As MA, but also write a sentence to comment on what happened. ON LINED PAGE Plenary – bring chn back to carpet. Discuss what they have found out. Pour some salt on the dinosaur egg and ask chn to observe/listen to what is happening. Next, ask what they think will happen if the ice ball is put in a water tray/bucket. *Will it float or sink?* Accept all ideas and then test this out. Ask the children to summarise what they have learnt about what happens to water when it is frozen. *What are the differences between ice and water?* Reinforce that changing water to ice is not permanent and that a temporary change is reversible. <u>Key vocabulary</u> Ice, water, cool, cold, freeze, frozen, solid, melt, transparent, see-through, opaque, cloudy, hard, wet, slippery, smooth, cracked, float. Art **Topic** (Creating front cover)  **Main:** Show chn a drawing by Henry Moore. Ask how they think he created it. Explain how he sketched an outline first, then used swirling and zigzagging lines with a ballpoint pen on his canvas to create the effect he wanted. Explain how we are going to use his technique to draw a dinosaur for the front of our curriculum books. Show them some more examples of Henry Moore's artwork with the same technique used. Next get the chn to choose one of the dinosaur pictures. Get them to lightly draw the outline of the dinosaur. Then, show them how to use a ballpoint pen to draw swirling and zigzag lines over the top of their outline to create Henry Moore's technique. **SEN:** Copy an outline. **LA:** Copy an outline using zig zagging lines, **MA:** As above, but use some swirling and zigzagging lines. **HA/GD:** As above, but add shading for effect. Chn to then use the technique to finish their sketch. Once finished, chn to stick them onto the front of their curriculum books. History Starter: What makes a dinosaur a dinosaur? Encourage chn to think deeply about what the characteristics of dinosaurs were using pictures to help.	• 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. **Geography:** • 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 **Science:** • explore and compare the differences between things that are living, dead, and things • that have never been alive • 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.

			Main: Discuss with chn about how dinosaurs no longer exist. Explain that they are extinct. They are not alive here or anywhere else in the world. Ask chn if they think that all animals died became extinct at the same time as dinosaurs. No! If every species became extinct, there would not be any animals around today! Then go on to show pictures of animals that were around at the same time as dinosaurs: - Crocodiles - Snakes - Bees - Sharks - Lobsters - Turtles - Cockroaches - Spiders Next, discuss animals which the chn think were not around during the age of the dinosaurs: - Humans - Camels - Pigs - Apes - Deer - Horses Explain that these are mainly MAMMALS (animals that give birth to live young) – when the dinosaurs died out, mammals began to thrive on Earth. Explain the words "modern" and "prehistoric" to chn. Modern = around nowadays Prehistoric = were around before humans were on the planet. Model completing activity. **Activity:** **SEND/LA** – sort animals into modern and prehistoric **MA** – sort animals in Venn diagram. **HA –** as MA but write own definition of "modern" and "prehistoric" **Plenary:** Where do chn think birds would go in the Venn diagram? History (Understanding where dinosaur names come from) **Starter:** Show chn made up names of dinosaurs – can chn identify which teacher inspired the name? **Main:** Ask chn to name some dinosaurs. Ask if they know where dinosaur names actually come from. Focus on Triceratops. Chn may know that Triceratops is a three-horned dinosaur. Write the name and the word parts on the board. Explain that the name was created using ancient languages (Greek and Latin) Explain each part of name:	● 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.

			Tri = three Cerat = horned Ops = face. So triceratops literally means “Three horned face”.. Tell students that one way scientists name a dinosaur is based on how it looks or behaves. List on the board the following words and their meanings: uni = one, di = two, tri = three, quad = four, cerat = horn, rhino = nose. Ask students how many horns a “Quadceratops” will have. Since quad means four, the answer is four horns. Make different combinations of the words on the board and ask chn what the dinosaur might look like. Afterwards, model task. **Activity:** Chn cut out the three word strips. Each strip contains a list of Latin and Greek words they will use to create a genus name for a dinosaur they create. Then cut apart the three sections of the skull drawing along dotted lines. Slip the three strips into the three openings in the skull. Chn move each strip up and down to make new names, then write their favourite name. Chn to then draw the dinosaur they created. **LA:** Draw with support **MA:** Draw and label their new dinosaur (eg. 2 horns, large etc.) **HA:** As MA, but write a sentence about what their dinosaur might be like (eg – It is a carnivore) **Plenary:** Can chn decode some real dinosaur names? Tyrannosaurus Rex - Terrible king lizard Megalodon – Big tooth Microcertops – Small horned face History (Learning about events before we were alive) **Starter**: Ask the pupils when dinosaurs were alive? How long ago? Where they all alive at the same time? **Main:** Shown chn a globe and explain that this is what our world looks like today. Explain that it looked very different when the dinosaurs lived on it! Explain that there are three different stages/periods when the dinosaurs were alive and that different dinosaurs lived in each different stage. The reasons for the three different stages are because the world was changing (and it still is). Go through PowerPoint discussing what it was like during each period. **Triassic Period** -the first dinosaurs -hot and dry and there were no flowers or grasses. **Jurassic Period** - seas were made and lots of rain fell. The deserts shrunk and rainforests spread across the world. **Cretaceous Period** - colder (like it is now) and oceans grew, covering some of the land. - flowers and leafy trees spread across the world. - dinosaurs became extinct at the end of this period. The main thing is that the pupils understand that -dinosaurs lived a long time ago (they don’t need to remember how long ago) -they world and the weather was changing -hopefully the name of one of the periods **Activity:**	

			Pupils to choose one of the three periods and choose to either paint/draw/oil pastel a picture of what it might look like using the guidance on the PowerPoint. **Plenary:** Pupils to draw a symbol to represent each period. Sun, rain, flowers and trees. One for each period (as on PP) Science (Understanding how dinosaurs lived together) To learn how to spot a carnivore and herbivore. **Starter:** Pupils to draw sharp teeth symbol to represent carnivores and blunt teeth symbol for herbivores on mind map. **Input:** Ask chn do they know what a carnivore is? Can they think of any animals that are around today that are carnivores? *Tiger, Lion, Dog, Crocodile etc.* How do they know they are carnivores? *They have sharp teeth for slicing meat.* Show chn canine teeth in human (your own or the teeth in science cupboard). Tell chn carnivore's teeth are all like this. Chn can find their own Ask chn do they know what a herbivore is? Can they think of any animals that are around today that are herbivores? *Elephant, Giraffe, Tortoise etc.* How do they know they are herbivores? *They eat plants and have blunt teeth for grinding.* Show chn molar teeth in human (your own or the teeth in science cupboard). Tell chn herbivore's teeth are generally all like this. Chn can find their own Briefly explain that an omnivore eats meat and plants. Explain that there were dinosaur carnivores and herbivores in each three different stages/periods when the dinosaurs were. How do do we know that the T-Rex was a carnivore or a herbivore? *Palaeontologists would look at fossils!* Show chn pictures of pictures of fossils. Play guessing game – carnivore or herbivore? How do chn know? Then repeat for herbivores. **Activity:** Chn divide their page in 2 (horizontally). Top half, label carnivores. Bottom half, label herbivores. LA: Find, cut and stick all carnivore fossils at the top, and all herbivore fossils at the bottom. MA: Label the fossils with the clues that told them. HA: Chn to pick a fossil and write a sentence about whether it is a carnivore/herbivore and how they know. Extension: Chn draw an imaginary carnivore or herbivore dinosaur History **L/S:** To create a poster about why the dinosaurs became extinct. **Input:** Last week we learnt about extinction. What can we remember? What does it mean? What were the different reasons that scientists came up with? Use slides from last time to recap the theories if necessary. Which one do you believe? Do we all need to believe the same reason? Discuss how we can have different opinions and that it is important to listen to each other's opinions. Ask the pupils which reason they believe and why?	

			Explain to the pupils that today they are going to have to choose the reason that they think it true and make a poster explaining it. Show the pupils the video link on https://www.youtube.com/watch?v=jaHEBtQzXjM which explains 3 different reasons. Ask the children if they have any of their own explanations as to why the dinosaurs became extinct. Show the pupils the different challenges that they can choose from explaining each **Activity:** Pupils to write the long date into their book. Pupils to choose which challenge they would like to complete. CT to guide children to the appropriate activity. Challenge 1- pupils draw a picture of how the dinosaurs became extinct. Challenge 2- Split a topic page into 4 and draw the four story board pictures that show how they became extinct. Challenge 3- Pupils use the template to help them complete a poster. Challenge 4- Pupils draw their own poster straight into their topic book. **Plenary:** Show some example posters that the pupils have completed. To answer the big question. **Input:** Go through easiteach. Pupils stick in the 'Big Answer' sheet. CT to discuss the different stickers and what a suitable answer would be. Explain that pupils can look back in their book to help them remember their learning if needed. Pupils can write/draw their responses. **Activity:** Pupils to choose a sticker, stick it into their book and then write or draw a response. **Plenary:** Discuss the different ways that people answered the questions.	
	BQ2: What type of performance could you create? **Outdoor Learning** Possible trip to watch a pantomime	**Reading** Prehistoric Record Breakers (non-fiction) Captain Flinn and the Pirate Dinosaurs – Giles Andrae Explorers of the wild – Cale Atkinson **Writing,** Narrative Description **GPS:** Word classes	**Nativity:** Children to learn lyrics and lines for a Nativity performance. Children to learning the story of the Nativity. Links to using and changing tone of voice. Listen to and perform a piece of music.	Music ● 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.

		CL and FS Conjunctions **History:** History of the earth and living creatures. **Geography**: Continents **Life Skills:** self-regulation **Science:** **Changes in state** **Animals including Humans** **Life Skills:** Emotional and Social skills.		

British Values:				
Democracy	**Rule of law**	**Tolerance of different cultures and religions**	**Mutual respect**	**Individual liberty**
● 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	● 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	● Understanding that we all don't share the same beliefs and values. ● Embracing diversity ● The importance of religion, traditions, cultural heritage and preferences	● Respecting the values, ideas and beliefs of others whilst not imposing our own others. ● Tackling stereotyping, labelling, prejudice and discrimination	● 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