

## Repton Manor Primary School Medium Term Plan



<b>Creating</b> Use info to create something new	<b>Evaluating</b> Critically examine info and make judgements	<b>Analysing</b> Take info apart and explore relationships
<b>Applying</b> Use info in a new situation		
<b>Understanding</b> Understand and make sense of info		
<b>Remembering</b> Remember and recall info		

Greater Depth Skills

Expected Skills

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)	Number - Addition and Subtraction (2 weeks)  Statistics - <i>taught through Topic in the PM.</i> (1 week)	Properties of shape (1 week)	Fractions (2 week)	Measure: Length and height (1 week)
<b>Concepts</b>	<ul style="list-style-type: none"> <li>Count money - pence</li> <li>Count money – pounds (notes and coins)</li> <li>Select money</li> <li>Make the same amount</li> <li>Compare money</li> <li>Find the total</li> <li>Find the difference</li> <li>Find change</li> <li>Two-step problems</li> </ul>	<ul style="list-style-type: none"> <li>Make equal groups – sharing</li> <li>Make equal groups – grouping</li> <li>Divide by 2</li> <li>Odd &amp; even numbers</li> <li>Divide by 5</li> <li>Divide by 10</li> </ul>	<ul style="list-style-type: none"> <li>Add a 2-digit and 1-digit number – crossing ten</li> <li>Subtraction - crossing 10</li> <li>Subtract a 1-digit number from a 2-digit number – crossing ten</li> <li>Add two 2-digit numbers – not crossing ten – add ones and add tens</li> <li>Add two 2-digit numbers – crossing ten – add ones and add tens</li> <li>Subtract a 2-digit number from a 2-digit number – not crossing ten</li> </ul>	<ul style="list-style-type: none"> <li>Recognise 2-D and 3-D shapes</li> <li>Count sides on 2-D shapes</li> <li>Count vertices on 2-D shapes</li> <li>Draw 2-D shapes</li> <li>Lines of symmetry</li> <li>Sort 2-D shapes</li> <li>Make patterns with 2-D shapes</li> <li>Count faces on 3-D shapes</li> <li>Count edges on 3-D shapes</li> <li>Count vertices on 3-D shapes</li> </ul>	<ul style="list-style-type: none"> <li>Make equal parts</li> <li>Recognise a half</li> <li>Find a half</li> <li>Recognise a quarter</li> <li>Find a quarter</li> <li>Recognise a third</li> <li>Find a third</li> <li>Unit fractions</li> <li>Non-unit fractions</li> <li>Equivalence of 1/2</li> <li>2/4 and 2/2</li> <li>4/4</li> <li>Find three quarters</li> <li>Count in fractions</li> </ul>	<ul style="list-style-type: none"> <li>Measure length (cm)</li> <li>Measure length (m)</li> <li>Compare lengths</li> <li>Order lengths</li> <li>Four operations with lengths</li> </ul> <p><b>SATs preparation (revision based on gap analysis)</b></p>

			<ul style="list-style-type: none"> <li>Subtract a 2-digit number from a 2-digit number – crossing ten – subtract ones and tens</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>Make tally charts</li> <li>Draw pictograms (1-1)</li> <li>Interpret pictograms (1-1)</li> <li>Draw pictograms (2, 5 and 10)</li> <li>Interpret pictograms (2, 5 and 10)</li> <li>Block diagrams</li> </ul>	<ul style="list-style-type: none"> <li>Sort 3-D shapes</li> <li>Make patterns with 3-D shapes</li> </ul>		
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Subjects - Discrete	RE		MLF	PE - Outdoors		PE - Indoors	
Unit	Judaism - Passover	Islam		Attacking and Defending	Net & Wall	Gymnastics	Dance (linked to Fairy Tales)
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"> <li>How special is the relationship Jews have with God?</li> <li>Who do I believe I am?</li> <li>Does it feel special to belong?</li> </ul>	<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"> <li>Does praying at regular intervals everyday help a Muslim in his/her everyday life?</li> <li>Who do I believe I am?</li> <li>Does it feel special to belong?</li> </ul>		<ul style="list-style-type: none"> <li>Choose, use and vary simple tactics.</li> <li>Recognise good quality in performance.</li> <li>Use information to improve their work.</li> <li>Participate in team games.</li> <li>Pass and receive a ball in different ways with control and increased accuracy.</li> <li>Perform fielding techniques with increased control and co-ordination.</li> </ul>	<ul style="list-style-type: none"> <li>Use their skills to play end to end games, games over a barrier and fielding games.</li> <li>Use their ability to solve problems and make decisions.</li> <li>Watch others and describe what is happening.</li> <li>Talk about what they have done and how they did it.</li> <li>Participate in team games.</li> <li>Pass and receive a ball in different ways with control and increased accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>Develop short sequences on their own.</li> <li>Use imagination to find different ways of using apparatus.</li> <li>Form simple sequences of different actions using floor and apparatus.</li> <li>Have a clear focus when watching others perform.</li> <li>Say when a movement or skill is performed well (aesthetic appreciation).</li> <li>Describe what they have done and what they have seen. (Make</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate and improve a dance performance by recording and viewing their rehearsals</li> <li>Use a range of vocabulary to describe moods and how dances make them feel.</li> <li>Remember and repeat simple dance phrases.</li> <li>Perform dances using simple movement patterns.</li> </ul>

					<ul style="list-style-type: none"><li>● Perform fielding techniques with increased control and co-ordination.</li></ul>	easier or harder. Use advice to improve. ) <ul style="list-style-type: none"><li>● Develop balance, agility and co-ordination. of travelling, stillness, jumping, timing, changing shape, size, direction</li></ul>	
NC objectives	<ul style="list-style-type: none"><li>● AT1 B Practices and ways of life</li><li>● AT1 F Values and commitments</li></ul>	<ul style="list-style-type: none"><li>● AT1 B Practices and ways of life</li><li>● AT1 F Values and commitments</li></ul>		<ul style="list-style-type: none"><li>● 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.</li><li>● participate in team games, developing simple tactics for attacking and defending</li><li>● perform dances using simple movement patterns.</li></ul>	<ul style="list-style-type: none"><li>● 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.</li><li>● participate in team games, developing simple tactics for attacking and defending</li><li>● perform dances using simple movement patterns.</li></ul>		

Topic	Big Questions	Subject Coverage (Subject, Context)	Learning Opportunities	Objectives Covered (Copied from NC)
<b>Class Reader:</b> Flat Stanley  <b>SS:</b> Making a superhero Mask  <b>MM:</b> Movie afternoon watching animations  <b>FF:</b> Fashion show for superhero capes  <b>Learning Environment:</b>	<b>BQ1:</b> Could you bring a superhero to life?  <b>Big Answer:</b> Could you bring a superhero to life? (4 weeks)  Children to make a superhero cape with a focus on materials. Children will have complete freedom over design. TASC wheel to be used.	<b>Reading:</b> Coyote and the Fire Giants Superworm, Supertato, retrieval and inference  <b>Writing,</b> narrative.  <b>GPS:</b> Tenses Suffixes Word classes	<ul style="list-style-type: none"> <li>SS – design and make a superhero Mask - what would be your superhero colours? why? what designs would you add? What powers do your have?</li> </ul> <p><b>Science</b> – Learn about materials and the properties. Children explore the purpose and appropriateness of different materials for specific tasks. For example, which material would be best to make a superhero costume? They investigate how some materials can bend, stretch, twist and squash. Children will plan and carry out fair tests to investigate the appropriateness of different materials for a task. Learning about materials lends itself to sorting and matching activities, too: Grouping objects according to the material they are made from sorting materials according to their properties such as hard/soft objects, matching an object to the material it is made from, matching a material to a purpose, Matching a material to a description.</p> <p><b>Maths</b> – Learn about measurements and using a ruler. Superhero Data Handling</p> <p><b>Computing</b> – Make a superhero on a website. Use technology purposefully to manipulate and retrieve digital content. Children will learn how to move the cursor and click using a trackpad. Use technology safely and respectfully. Children will learn to turn on and shut</p>	<b>History</b> <ul style="list-style-type: none"> <li>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> <li>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]</li> <li>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,</li> </ul>

<p>Children as superheroes on display.</p>		<p><b>Computing:</b> Design Superhero programs on digital devices</p>	<p>down computing equipment safely. I can launch an application and manipulate windows. Programme - DC Superhero me.</p> <p><b>DT</b> – Design, Create, evaluate a superhero costume for your superhero designed during computing using knowledge of materials from science lessons. Colour fabrics using a range of techniques e.g. fabric paints, printing, painting. Cut out shapes which have been created by drawing round a template onto the fabric join fabrics by using running stitch, glue, staples, over sewing, tape. Decorate fabrics with buttons, beads, sequins, braids, ribbons. <i>What should a superhero's costume be like? What properties should it have? What materials should a superheroes costume be made from?</i> Evaluating a Superhero Costume</p> <p>Reading: A variety of Texts to include:</p> <ul style="list-style-type: none"> <li>- Traction Man</li> <li>- Super worm</li> <li>- Eliot- Midnight- Superhero: <a href="https://www.literacyshedplus.com/en-gb/resource/eliot-midnight-superhero-by-anna-cottringer-and-alex-t-smith-5-7-en-gb">https://www.literacyshedplus.com/en-gb/resource/eliot-midnight-superhero-by-anna-cottringer-and-alex-t-smith-5-7-en-gb</a></li> <li>- Flat Stanley: <a href="https://www.literacyshedplus.com/en-gb/resource/flat-stanley-by-jeff-brown-5-7-en-gb">https://www.literacyshedplus.com/en-gb/resource/flat-stanley-by-jeff-brown-5-7-en-gb</a></li> </ul> <ul style="list-style-type: none"> <li>● Retrieval – Look at Superworm text and teach retrieval skills. What information can we gain from the text about the disappearance? How can we present this information? (teach visualising) 1 week</li> <li>● Inference – Look at Superworm text and teach inference skills. What can we infer about the emotions?</li> <li>● Visualisation, word meaning, prediction, retrieval and inference (based on gap analysis.)</li> </ul> <p>Writing/Life skills</p> <ul style="list-style-type: none"> <li>● Learn and unpick model text – fact files, narrative. Children taught about equal rights.</li> <li>● Unpick other fact files and features, character studies, real life experiences - fire? ice? (Deepening)</li> <li>● Innovate Coyote story – whole text.</li> <li>● Plan (Invent – pupil voice)</li> <li>● Write it</li> <li>● Edit</li> <li>● Publish</li> </ul> <p>Main write to Include:</p> <ul style="list-style-type: none"> <li>● Narrative - Coyote and the Fire Giants</li> <li>● Instructions: How to defeat an Ice Giant?</li> </ul> <p><b>GPS</b></p> <ul style="list-style-type: none"> <li>● Tenses</li> <li>● Suffixes</li> <li>● Word classes (Nouns, Verbs)</li> </ul>	<p>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> <p><b>Art:</b></p> <ul style="list-style-type: none"> <li>● to use a range of materials creatively to design and make products</li> <li>● to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>● 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.</li> </ul> <p><b>Computing:</b></p> <ul style="list-style-type: none"> <li>● create and debug simple programs</li> <li>● use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> </ul> <p><b>Geography:</b></p> <ul style="list-style-type: none"> <li>● use world maps, atlases and globes to identify the United Kingdom and its countries,</li> <li>● as well as the countries, continents and oceans studied at this key stage</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>● Pupils should be taught to: use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>● play tuned and untuned instruments musically</li> <li>● listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>● experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>
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	<p>BQ2:Who is a real life superhero (2 weeks)</p> <p>Children to learn about a significant individual and the impact they had on the world.</p>	<p><b>History: Nelson Mandela</b></p> <p><b>Music:</b> Music appreciation</p> <p><b>Geography:</b> Map skills</p> <p><b>Life Skills:</b> Personal care – linked to Writing</p> <p>Fact files, <b>Nelson Mandela</b></p>	<p><b>History/ Reading</b></p> <ul style="list-style-type: none"> <li>• Read information and biography on Nelson Mandela</li> <li>•</li> </ul> <p><b>Writing/Life skills</b></p> <ul style="list-style-type: none"> <li>• Learn and unpick model text – fact files,. Children taught about equal rights.</li> <li>• Unpick other fact files and features, drama of segregation, feelings tunnel, posters (Deepening)</li> <li>• Plan</li> <li>• Write it</li> <li>• Edit</li> <li>• Publish</li> </ul> <p><b>GPS</b></p> <ul style="list-style-type: none"> <li>• Tenses</li> <li>• Suffixes</li> <li>• Word classes (Nouns, Verbs)</li> </ul> <p><b>Geography:</b></p> <ul style="list-style-type: none"> <li>• identify the continents</li> <li>• locate south africa and key towns in Nelson Mandela’s life</li> <li>• look at climate in south africa and compare similarities and differences with UK</li> </ul> <p><b>Music/ Geography</b></p> <ul style="list-style-type: none"> <li>• Children’s superheroes to visit different places throughout the world and discover music from around other cultures.</li> <li>• play tuned and untuned instruments musically</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music for inspiration. Compare a local City/town in England with a contrasting city in a different country. Manchester/Delhi/Royton/Oldham/Gold Coast. <b>Look at music from South Africa - the home of Nelson Mandela.</b></li> </ul>	
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	<p><b>BQ3: Can you become a superhero?</b></p> <p><b>Big Answer: Self portrait as a superhero in the style of Andy Warhol</b> (4 weeks)</p>	<p><b>Reading:</b> Traction man, Traction man bites back. retrieval and inference</p> <p><b>Writing:</b> Instructions Recount</p>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>● Retrieval – Look at Traction Man text and teach retrieval skills.</li> <li>● Inference – Look at Traction Man text and teach inference skills. What can we infer about the emotions?</li> <li>● Visualisation, word meaning, prediction, retrieval and inference (based on gap analysis.)</li> </ul> <p><b>Writing/Life skills</b></p> <ul style="list-style-type: none"> <li>● Learn and unpick model text – Instructions. Unpick other fact files and features, character studies, real life experiences - fire? ice? (Deepening)</li> <li>● Plan</li> <li>● Write it</li> <li>● Edit</li> <li>● Publish</li> </ul> <p><b>Main writes to Include:</b></p> <ul style="list-style-type: none"> <li>● Instructions: How to defeat an Ice Giant</li> <li>● Recount: What Traction Man did.</li> </ul> <p><b>GPS</b></p> <ul style="list-style-type: none"> <li>● Tenses</li> <li>● Conjunctions</li> <li>● Sequencing words (time adverbials)</li> </ul> <p><b>Design and make a portrait of our superhero</b></p> <ol style="list-style-type: none"> <li>1. Art - Andy Warhol – Learn about his designs to help inform our own Costume design. <ul style="list-style-type: none"> <li>- Look at Warhol's portraits work</li> <li>- Learn how to draw faces and create simple self portraits, using pencils, charcoal.</li> <li>- learn how to focus on key shapes and colours -</li> <li>- Use a black and white picture of self to add colour but in bold blocks.</li> <li>- Final piece: create a self portrait as a superhero in the style of Andy Warhol.</li> </ul> </li> </ol>	<p><b>Art:</b></p> <ul style="list-style-type: none"> <li>● to use a range of materials creatively to design and make products</li> <li>● to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>● 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.</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>● Play tuned and untuned instruments musically</li> <li>● Listen with concentration and understanding to a range of high quality live and recorded music.</li> <li>● Experiment with, select, create and combine sounds using interrelated dimensions of music.</li> </ul> <p><b>Computing:</b></p> <p><b>Graphics</b></p> <ul style="list-style-type: none"> <li>● Use ICT to generate ideas for their work.</li> <li>● Use various tools such as brushes, pens, rubber, stamps,</li> <li>● shapes.</li> <li>● Save, retrieve and print work.</li> </ul> <p><b>Text</b></p> <ul style="list-style-type: none"> <li>● Use spacebar, backspace, delete, arrow keys, return.</li> <li>● Start to use two hands when typing.</li> <li>● Word process short texts to present.</li> </ul> <p><b>Sound recording</b></p> <ul style="list-style-type: none"> <li>● Record sound at and away from a computer.</li> <li>● Use software to record sounds.</li> <li>● Change sounds recorded.</li> <li>● Save, retrieve and edit sounds.</li> </ul>
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	<p><b>BQ4: Can you create a superhero theme tune?</b></p> <p><b>Big Answer: Chn create a piece of music to play whilst their superhero launches into the air.</b> (2 weeks)</p> <p>KS1 SATS prep</p>	<p><b>Music</b> Composition, appreciation, playing tuned/untuned instruments, combining sounds.</p> <p><b>Writing:</b> Letter/diary of Traction Man</p> <p><b>GPS:</b> Sentence types Tenses Apostrophes (Contractions and possession)</p> <p><b>Art:</b> Andy Warhol / Chuck Close</p> <p><b>Computing/Music</b> : Create theme tune for superhero.</p> <p><b>Life Skills:</b> Emotional and Social – How does the Baddie feel/ How does the superhero feel when they have saved someone?</p>	<p>Music</p> <ol style="list-style-type: none"> <li>1. Chn to listen to and appreciate 3 different pieces of music. Can they match up which piece of music goes with which of the 3 superheroes? What features of the music make them think this? (tempo, melody, instruments used, beat, musical notation, pitch).</li> <li>2. Children to plan their own musical composition of a theme tune that could be played whilst their superhero lifts up into the air. Play the chn the Star Wars tune and discuss what makes it suitable and exciting to listen to. Chn to create a pictorial music score of 12 beats (4 beats per bar). Chn will learn about beat, tempo and dynamics. Greater depth chn will begin to play and identify notes on a xylophone and think about which notes/pitches go together. They will also begin to look at different notation.</li> <li>3. Chn to perform to the rest of the class, then use feedback to improve their piece.</li> </ol> <p><b>Reading Books</b></p> <ul style="list-style-type: none"> <li>• Traction Man. or</li> <li>• Superdad's day off:</li> <li>• <a href="https://www.literacyshedplus.com/en-gb/resource/superdad-s-day-off-by-phil-earle-and-steve-may-5-7-en-gb">https://www.literacyshedplus.com/en-gb/resource/superdad-s-day-off-by-phil-earle-and-steve-may-5-7-en-gb</a></li> </ul> <p><b>Writing/Life skills</b></p> <ul style="list-style-type: none"> <li>• Learn and unpick model text – Recount. Unpick other diaries and features, character studies, real life experiences - The dirty sink in Traction Man, (Deepening)</li> <li>• Plan</li> <li>• Write it</li> <li>• Edit</li> <li>• Publish</li> </ul> <p><b>Main writes to Include:</b></p> <ul style="list-style-type: none"> <li>• Diary: The Day Traction Man defeated.... or diary of Superdad?</li> </ul> <p><b>GPS</b></p> <ul style="list-style-type: none"> <li>• Conjunctions</li> <li>• Word Classes (Adjectives, Adverbs)</li> <li>• Apostrophes (possession and contractions)</li> </ul>	<p><b>Music</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>
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British Values:				
Democracy	Rule of law	Tolerance of different cultures and religions	Mutual respect	Individual liberty
<ul style="list-style-type: none"> <li>• A culture built upon freedom and equality, where everyone is aware of their rights and responsibilities.</li> <li>• Leadership and accountability</li> <li>• Joint decision making</li> <li>• Team meetings</li> <li>• The right to protest and petition</li> <li>• Receiving and giving feedback</li> </ul>	<ul style="list-style-type: none"> <li>• The need for rules to make a happy, safe and secure environment to live and work.</li> <li>• Legislation</li> <li>• Agreed ways of working, policies and procedures</li> <li>• How the law protects you and others</li> <li>• Codes of conduct</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding that we all don't share the same beliefs and values.</li> <li>• Embracing diversity</li> <li>• The importance of religion, traditions, cultural heritage and preferences</li> </ul>	<ul style="list-style-type: none"> <li>• Respecting the values, ideas and beliefs of others whilst not imposing our own others.</li> <li>• Tackling stereotyping, labelling, prejudice and discrimination</li> </ul>	<ul style="list-style-type: none"> <li>• Protection of your rights and the right of others you work with.</li> <li>• Equality and Human Rights</li> <li>• Personal Development</li> <li>• Respect and Dignity</li> <li>• Rights, choice, consent and individuality</li> <li>• Values and principles</li> </ul>