

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: Staying Alive

Year Group: 2

Terms: 2

Subject - Discrete	Maths		
Unit	Number (3 weeks)	Shape (3 weeks)	
Small Steps	Addition & Subtraction Add a 2-digit and 1-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	<ul style="list-style-type: none"> ● Recognise 2D & 3D shapes ● Count sides on 2D Shapes ● Count Vertices on 2D Shapes ● Draw 2D Shapes ● Lines of Symmetry on Shapes ● Use lines of symmetry to complete Shapes ● Sort 2D Shapes ● Count faces on 3D Shapes ● Count edges on 3D shapes ● Count vertices on 3D Shapes ● Sort 3D Shapes 	

		<ul style="list-style-type: none"> Make patterns with 2D & 3D Shapes 	
Framework objectives	<p>Number: Addition and Subtraction – Within 100 I can add and subtract one and two digit numbers without grouping and explain my method verbally, in pictures or by using resources.</p> <p>I can recall all the number bonds to and within 10 and begin to calculate bonds to and within 20, recognising other associated additive relationships.</p>	Name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.	

Subjects - Discrete	RE	Games	PE	Music	Computing	E-Safety
Unit	Why do Christians believe God gave Jesus to the world?	Sending and receiving	Dance	Xmas sounds HoHoHo	Making Music - links to Christmas	Self Image and Identity
Small Steps	<ul style="list-style-type: none"> Recall the Nativity story Recall the main people in the Nativity story Explain who Jesus is How can we show love? What do Christians believe about God and Jesus and the Nativity story. 	<ul style="list-style-type: none"> I can catch and throw a range of PE equipment accurately whilst moving. I can participate in team games, developing simple tactics for attacking and defending. 	<ul style="list-style-type: none"> Follow a routine in small chunks Piece together movies to make a routine Link dance to song Practise with nativity as the stimuli 	<p>Singing and Playing</p> <ul style="list-style-type: none"> To use their voice and instruments to make loud and quiet sounds (dynamics). <p>Appraising</p> <ul style="list-style-type: none"> To know that we can create rhythms in different ways (from words, our names, favourite colours, animals, etc). <p>Ho Ho Ho: Key Vocab: Keyboard, drums, bass, pulse, rhythm, pitch, improvise, compose, perform, audience, imagination</p>	<p>Multimedia I know technology can be used to create sounds and music.</p> <p>I can describe how music can be used in different ways.</p>	<ul style="list-style-type: none"> I can explain how other people's identity online can be different to their identity in real life. I can describe ways in which people might make themselves look different online. I can give examples of issues online that might make me feel sad, worried, uncomfortable or frightened and I can give examples of how I might get help.

Framework objectives	<ul style="list-style-type: none"> I can remember the Christmas story and start to explain that Christians believe Jesus was a gift from God. I can say how I could help solve a problem by showing love. I can tell you why Christians think God gave Jesus to the world. 	<ul style="list-style-type: none"> Can dribble a ball using a variety of equipment. Can pass a ball accurately using a variety of equipment. Can receive a ball using a variety of equipment. Can shoot at a target using a variety of equipment. Can use a variety of equipment correctly and safely. 	<ul style="list-style-type: none"> I know that there are repeating sequences in dance. I can copy dance moves with control and coordination. 	<ul style="list-style-type: none"> To listen to a piece of music and talk about how it makes them feel. To recognise the sound and names of some of the instruments they hear. To know that we can create rhythms in different ways (from words, our names, favourite colours, animals, etc). 	<ul style="list-style-type: none"> I can use technology to make music. 	<ul style="list-style-type: none"> I can explain how other people may look and act differently online and offline I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened and I can give examples of how they might get help.
Topic Application	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

Topic Staying Alive!	Big Questions	Subject Coverage (Subject, Context)	Learning Opportunities (Lesson order and structure, including small steps)	Objectives Covered (from subject Frameworks)
<p>Class Reader: Oliver Twist</p> <p>SS: Trip to Rare Breeds</p> <p>MM: meet 'David Attenborough' sso he introduces a challenge for them.</p> <p>FF: Build a habitat and</p>	<p>BQ1: How can we keep living things alive?</p> <p>Big Answer: Chosen animal presentation, with care plan for a domestic animal and build a wild animal habitat example.</p>	<p>Reading: Biographies of well-known individuals.</p> <p>Writing: Instructions, Biography.</p> <p>GPS: - Punctuation - full stops, capital letters, question marks and exclamation marks. -Conjunctions</p>	<p>Curic 1: Mini production performed by class adults, led by Chloe and Jen of The Gunpowder Plot to answer what it was and why we celebrate it? What link does Fireworks Night have?</p> <p>Curic 2: Re-order 'stills' of the drama. C'ren to re-enact a certain part in small teams.</p> <p>Curic 3: Speech bubble writing,</p> <p><u>Writing: Instructions on how to look after an animal.</u></p> <p>Lesson 1: HMSS 'The Storm Whale'.</p> <p>Lesson 2: Retell and brainstorm how the whale was looked after.</p> <p>Lesson 3: Box up - include things the whale needs.</p> <p>Lesson 4: Deepening - poem/recipe of what the whale needs.</p> <p>Lesson 5: Deepening - design your own animal with interesting features that need caring for. Sketch/watercolour?</p> <p>Lesson 6: Deepening - research how to look after their animal of choice.</p> <p>Lesson 7: Recycle the Boxing up to include your own animal, ensure it includes an abstract noun eg: kindness.</p> <p>Lesson 8: Identify imperative verbs for impact - identify the ones we need.</p> <p>Lesson 9: First Draft of instructions for how to look after chosen/designed animal.</p> <p>Lesson 10: Edit and improve</p> <p>Lesson 11/12: Publish</p>	<p>Science:</p> <p>Animals, including Humans:</p> <ul style="list-style-type: none"> I notice that animals, including humans, have offspring which grow into adults. I can find out about, and describe, the basic needs of animals, including humans, for survival (water, food and air). I can describe the importance of exercise, eating the right amounts of different types of food, and hygiene for humans. (also cover in life skills/class assemblies) <p>Art:</p>

<p>present care plan.</p> <p>Learning Environment: Jungle</p>			<p>Curriculum/Science: (start in week 2 wb 7/11/22) Lesson 1:Classifying animals - particular focus on what their young looks like (eggs v live young) Lesson 2: : Meeting David Attenborough and fellow conservationists. Children to be set on a task to be conservationists and think about what animals need etc? - Use it as a KWL style lesson. Lesson 3: Survival - what animals did we learn about on the trip? Children write how to look after that animal, what they need (food, shelter etc) and then notice differences and similarities between. Lesson 4: Look at different habitats for wild animals and begin thinking of the habitat we would want to create for a big answer. Lesson 5: Planning what the habitat will look like (in pairs). Lesson 6: Creating wild animal habitat in a tray (in pairs)- possibly whole day to create? Chn to present habitats when finished.</p> <p>Artist Study: Henry Rousseau - animals and landscape/habitat pictures x2 sessions per class. Outdoor Learning: Habitat creation/study x2 sessions per class.</p> <p>Writing: biography about David Attenborough Lesson 1: HMSS - David Attenborough (Little People, Big Dreams) Lesson 2: Retell and brainstorm DA life Lesson 3: Box up - linear in a timeline style to include key moments of his life (birth, education, marriage etc) Lesson 4: Deepening - Act out a part of his life in a freeze frame. Lesson 5: Deepening - Poetry Lesson 6: Deepening - Pre-drawn portrait of David with relevant images behind him of landscape and habitat in watercolour. Lesson 7: Research further additional information Lesson 8: Develop phrases/vocab to enhance detail about his life. Create own box up of things to include. Lesson 9: First Draft Lesson 10: Edit and improve Lesson 11/12: Publish</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>SS: Christmas curiosity box - a mixture of Victorian & modern day christmas related items.</p> <p>MM: Creating a christmas card & christmas decoration</p>	<p>BQ2: Who brought Christmas to England?</p> <p>Big Answer: Nativity production</p>	<p>Reading: Edgar the Dragon advert for comprehension. Play script examples.</p> <p>Writing: Play script creation.</p> <p>GPS: - Punctuation - full stops, capital letters, question marks and exclamation marks. -Conjunctions</p>	<p>Writing: enhanced provision style, make puppets to retell traditional tales and stories for mapping and retelling. Writing can be play script style and include Christmas detail as the Nativity production evolves.</p> <p>Curriculum:</p> <ul style="list-style-type: none"> - Lesson 1: Who was Queen Victoria & Albert? - create a timeline? - Lesson 2: Understanding Victorian Christmas traditions and how this compares to today. - Lesson 3: Planning a Victorian style christmas card/creating and painting xmas decorations - Lesson 4: Creating a Victorian style christmas cards/creating and painting xmas decorations. <p><i>Children will be rehearsing their Nativity production so lessons will depend on that. Children will also be learning about Christmas through nativity so will still have a good understanding of the Big Question.</i></p>	<p>History:</p> <ul style="list-style-type: none"> ● I understand that key events happened in History that I can't remember but that they impacted what we do now. ● I know that Britain has had a queen for many years and I recognise other queens we have had in our history (Great Britain). <p>RE:</p> <ul style="list-style-type: none"> ● I can remember the Christmas story and start to explain that Christians believe Jesus was a gift from God.

FF: Nativity performance Learning Environment: Christmas decorations, paper chains, decorated Christmas tree.				<ul style="list-style-type: none"> I can tell you why Christians think God gave Jesus to the world.
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British Values:			
Democracy	Rule of law	Individual liberty	Mutual respect and tolerance
<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"> 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 	<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 Understanding that we all don't share the same beliefs and values. Embracing diversity The importance of religion, traditions, cultural heritage and preferences