

Great Kingshill CE Combined School
Long Term Planning

Year Group: 2

Topic: Explorers

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>Science</p> <p>Use of everyday materials</p> <p>By the end of the unit pupils will be able to:</p> <p>Identify and name everyday materials.</p> <ul style="list-style-type: none"> Identify different uses of everyday materials. Record their observations. Demonstrate and explain how shapes of objects made from some materials can be changed. Explain what recycling means 	<p>To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses, by identifying the uses of different materials.</p>	<p>To identify and classify the uses of everyday materials, in the context of the local area.</p> <p>To gather and record data to help in answering questions, by exploring the purposes of different objects.</p>	<p>To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses, by exploring the purposes of different objects.</p>	<p>To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching, by changing the shape of objects.</p>	<p>To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching, in the context of recycling.</p>	<p>To find out about people who have developed new materials, by learning about John McAdam.</p>	
<p>Computing</p> <p>Digital Literacy – To use technology purposefully</p> <p>By the end of the unit pupils will be able to:</p> <p>Understand how to keep themselves safe online</p>	<p>1. Introduce how to access Purple Mash and distribute logins.</p> <p>2DIY – dragging and dropping.</p>	<p>To be able to use technology purposefully</p> <p>Purple Mash - 2DIY mouse skills.</p>	<p>To be able to use technology purposefully</p> <p>Purple Mash – 2graph (using data linked to maths unit).</p>	<p>To be able to use technology purposefully</p> <p>Purple Mash – 2graph (using data linked to maths unit).</p>	<p>To be able to use technology purposefully</p> <p>Purple Mash – 2paint a picture introduction.</p>	<p>To be able to use technology purposefully</p> <p>Purple Mash – 2paint a picture challenge.</p>	<p>To be able to use technology purposefully</p> <p>Purple Mash – 2paint a picture completion. Christmas cards.</p>
<p>Music</p> <p>Charanga Scheme</p> <p>Ho, Ho, Ho</p> <p>By the end of the unit pupils will be able to:</p> <p>Find the pulse</p> <p>Understand the musical songs have style</p> <p>Recognise and name some of the instruments – keyboard, drums, saxophone, electric guitar etc</p>	<ul style="list-style-type: none"> Listen and Appraise - Ho Ho Ho by Joanna Mangona: Play the song. Use your body to find the pulse 	<p>Use your body to find the pulse and describe the song using the correct musical vocabulary</p>	<p>Listen and Appraise - Bring Him Back Home (Nelson Mandela) by Hugh Masekela: Use your body to find the pulse</p>	<p>Listen and Appraise - Suspicious Minds by Elvis Presley:</p> <p>Use your body to find the pulse</p>	<p>Listen and Appraise - Sir Duke by Stevie Wonder:</p> <p>Use your body to find the pulse</p>	<p>Listen and Appraise - Fly Me to the Moon by Frank Sinatra:</p> <p>Use your body to find the pulse</p>	
<p>PHSE</p> <p>Jigsaw Scheme – Celebrating Difference</p> <p>By the end of the unit pupils will be able to:</p> <p>explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes.</p> <p>justify why gender stereotypes are not always fair. I can also explain why differences can make some people bully other people.</p> <p>explain how it feels to have a friend and be a friend.</p> <p>explain why it is OK to be different from my friends.</p> <p>offer strategies that allow me to stand up for myself and my friends.</p>	<p>To discuss similarities. 'We are special because...' (for example, 'We both like drawing' or 'We both have brown eyes'.</p>	<p>To understand that sometimes people make assumptions about boys and girls (stereotypes)</p>	<p>To understand that bullying is sometimes about difference</p>	<p>To recognise what is right and wrong and know how to look after myself</p>	<p>To understand that it is OK to be different from other people and to be friends with them</p>	<p>To understand that it is OK to be different from other people and to be friends with them</p>	
<p>Design Technology</p> <p>Perfect Pizzas</p> <p>Plan Bee Scheme</p> <p>By the end of the unit pupils will be able to:</p> <p>KS1 - explore and evaluate a range of existing products</p> <p>KS1 - evaluate their ideas and products against design criteria</p> <p>KS1 - use the basic principles of a healthy and varied diet to prepare dishes</p> <p>KS1 - understand where food comes from</p>	<p>To find out what the favourite pizzas in the class are.</p>	<p>To examine, describe and categorise a variety of bread based</p>	<p>To examine, describe and categorise a variety of pizza toppings.</p>	<p>To design a balanced healthy pizza.</p>	<p>To be able to make and evaluate a food product based on a design.</p>		
<p>Design Technology</p> <p>Moving Vehicles</p> <p>Plan Bee Scheme</p> <p>By the end of the unit pupils will be able to:</p> <p>- design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing</p> <p>- select from and use a wide range of materials and components, including</p>	<p>To investigate a variety of vehicles and their uses and features.</p>	<p>To investigate wheels, axles and chassis.</p>	<p>To be able to investigate ways of creating and decorating the body of a vehicle.</p>	<p>To be able to design a vehicle.</p>	<p>To be able to make a vehicle based on a design.</p>	<p>To be able to evaluate a finished product.</p>	

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<p>construction materials, textiles and ingredients, according to their characteristics</p> <ul style="list-style-type: none"> -explore and evaluate a range of existing products - evaluate their ideas and products against design criteria - explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products 							
<p>Geography</p> <p>History Explorers</p> <p>By the end of the unit pupils will be able to: To identify and study the lives of significant individuals</p>	<p>To study the lives of significant individuals</p> <p>Neil Armstrong</p>	<p>To study the lives of significant individuals</p> <p>Neil Armstrong</p>	<p>To find out about Neil Armstrong's landing on the moon and the impact this had on the world.</p>	<p>To be able to compare the lives and achievements of Shkelton and Armstrong.</p>	<p>To use what they have learnt about Shkelton and Armstrong to evaluate their achievements.</p>	<p>To create their own knowledge organiser for their explorers topic.</p>	
<p>RE Christianity</p> <p><i>Discovery RE Scheme</i></p>							
<p>Games Football</p> <p><i>Power of PE</i></p> <p>By the end of the unit pupils will be able to</p> <p>follow instructions & select the correct teaching point when given 2 options? (i.e Heel or laces?)</p> <p>use teaching points to shoot with some consistent success</p> <p>use K+U of teaching points to help their peers improve</p>	<p>L.O 1 – Can children use teaching points to keep the ball close & under control</p> <p>L.O 2 – Can children use knowledge of technique to suggest ways for peer's to improve</p>	<p>L.O 1 – Can children use teaching points to pass effectively</p> <p>L.O 2 – Can children use knowledge of technique to suggest ways for peer's to improve</p>	<p>L.O 1 – Can children use teaching points to pass effectively</p> <p>L.O 2 – Can children use knowledge of technique to suggest ways for peer's to improve</p>	<p>L.O 1 – Can children use teaching points to pass effectively</p> <p>L.O 2 – Can children use knowledge of technique to suggest ways for peer's to improve</p>	<p>L.O 1 – Can children use teaching points to shoot effectively</p> <p>L.O 2 – Can children use knowledge of technique to suggest ways for peer's to improve</p>	<p>L.O 1 – Can children use teaching points to shoot effectively</p> <p>L.O 2 – Can children use knowledge of technique to suggest ways for peer's to improve</p>	
<p>PE Gymnastics</p> <p><i>Power of PE</i></p> <p>By the end of unit pupils will be able to:</p> <p>hold themselves in a balance showing control (3-4 seconds)</p> <p>hold a balance showing balance and extension (5-6 seconds)</p> <p>create routines containing balances with control and extension AND fluency from one balance to the other</p>	<p>L.O 1 – To develop pupils knowledge of gymnastics balances.</p> <p>L.O 2 – To develop pupils ability to hold a balance.</p>	<p>L.O 1 – To develop pupils knowledge of gymnastics balances.</p> <p>L.O 2 – To develop pupils ability to hold a balance.</p>	<p>L.O 1 – To develop pupils knowledge of gymnastics balances.</p> <p>L.O 2 – To develop pupils ability to hold a balance.</p>	<p>L.O 1 – To develop pupils ability to hold a balance.</p> <p>L.O 2 – To develop pupils ability to travel in a range of ways</p>	<p>L.O 1 – To develop pupils ability to hold a balance.</p> <p>L.O 2 – To develop pupils ability to travel in a range of ways</p>	<p>L.O 1 – To develop pupils ability to hold a balance.</p> <p>L.O 2 – To develop pupils ability to travel in a range of ways</p>	

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