

Great Kingshill CE Combined School
Long Term Planning

Year Group: 2

Topic: Great Fire of London

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>Science</p> <p>Animals including humans</p> <p>By the end of the unit pupils will be able to:</p> <p>Children can identify and match several animal offspring and their adult forms. They can describe the main characteristics of the offspring found in different animal groups.</p> <ul style="list-style-type: none"> • Children can describe the main stages of at least two different animal life cycles. They start to compare these life cycles. • Children can identify several ways that humans grow and develop through each life cycle stage. • Children can name the three basic needs of all animals to survive. They can describe the specific needs of a given animal in detail. • Children can describe the effects of exercise and begin to explain the importance of exercise for the human body. • Children can identify several foods according to the basic food groups; can talk about the importance of a balanced diet. They can explain how to be hygienic and why this is important. 	<p>Animal Offspring</p> <p>Notice that animals, including humans, have offspring which grow into adults.</p> <p>Identifying and classifying.</p> <p>To match, sort and group young animals and their adults</p>	<p>Life Cycles</p> <p>Notice that animals, including humans, have offspring which grow into adults.</p> <p>Gathering and recording data to help in answering questions.</p> <p>To find out how animals change as they grow into adults.</p>	<p>Growing Up</p> <p>Notice that animals, including humans, have offspring which grow into adults.</p> <p>Asking simple questions. Using their observations and ideas to suggest answers to questions.</p> <p>To compare the stages of the human life cycle.</p>	<p>Survival</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>Use their observations and ideas to suggest answers to questions.</p> <p>To research and describe what animals, including humans, need to survive.</p>	<p>Habitats</p> <p>To identify that most living things live in habitats to which they are suited</p>	<p>Habitats</p> <p>To develop my knowledge about habitats, plants and animals found in my local environment.</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>To know how to keep themselves safe online</p> <p>E-safety. Think u Know – Hector’s World 5&6</p>	<p>To be able to work collaboratively</p> <p>Being respectful when working with classmates (collaboration) – class rules creation.</p>	<p>To be able to use technology to create</p> <p>2animate - Reintroduce Purple Mash and distribute logins.</p>	<p>To be able to use technology to create</p> <p>Group creation and brain storming using 2Connect</p>	<p>To be able to use technology to create</p> <p>2animate - Group creation of animation.</p>	<p>To be able to use technology to create</p> <p>2animate - Complete animation and presentation to class for assessment.</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>	<p>Listen and Appraise - Ho Ho Ho by Joanna Mangona: Play the song. Use your body to find the pulse.</p> <p>Discuss the song using the correct musical language.</p>	<p>Listen and Appraise - Ho Ho Ho by Joanna Mangona: Play the song. Use your body to find the pulse.</p> <p>Discuss the song using the correct musical language.</p> <p>Compare and contrast the songs</p>	<p>Listen and Appraise - Bring Him Back Home (Nelson Mandela) by Hugh Masekela: Play the song.</p> <p>Play the song. Use your body to find the pulse.</p> <p>Discuss the song using the correct musical language.</p> <p>Compare and contrast the songs</p>	<p>Listen and Appraise - Suspicious Minds by Elvis Presley: Play the song. Use your body to find the pulse.</p> <p>Discuss the song using the correct musical language.</p> <p>Compare and contrast the songs</p>	<p>Listen and Appraise - Sir Duke by Stevie Wonder: Play the song. Use your body to find the pulse.</p> <p>Discuss the song using the correct musical language.</p> <p>Compare and contrast the songs</p>	<p>Listen and Appraise - Fly Me to the Moon by Frank Sinatra: Play the song. Use your body to find the pulse.</p> <p>Discuss the song using the correct musical language.</p> <p>Compare and contrast the songs</p>	
<p>PHSE</p> <p>Jigsaw Scheme – Dreams and Goals</p> <p>By the end of the unit pupils will be able:</p> <p>To explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complemented each other.</p> <p>To analyse the different roles people played in a group to create an end product and justify what was helpful and what wasn’t.</p> <p>To explain how it felt to be part of a group and can identify a range of feelings about group work.</p> <p>To identify a range of feelings about working in a group. I can analyse my feelings and those of others and can explain how we could improve our group skills next time.</p>	<p>To choose a realistic goal and think how to achieve it</p>	<p>To persevere even when I find things difficult</p>	<p>To recognise who I work well with & who it is more difficult for me to work with</p>	<p>To work well in a group</p>	<p>To describe some ways I worked well with my group</p>	<p>To know how to share successes with other people</p>	
<p>ART & Design</p> <p>Henry Rousseau</p> <p>Plan Bee Scheme</p> <p>- to use a range of materials creatively to design and make products</p> <p>- to use drawing to develop and share their ideas, experiences and imagination</p> <p>- to use painting to develop and share their ideas, experiences and imagination</p> <p>- to use sculpture to develop and share their ideas, experiences and imagination</p> <p>- 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>	<p>To understand about the life of the artist Henri Rousseau</p>	<p>To explore and use the skills and techniques used by Henri Rousseau.</p>	<p>To understand the meaning of Henri Rousseau’s genre, Portrait-Landscape.</p>	<p>To understand about the animals in Rousseau’s paintings</p>	<p>To use their imaginations and skills to paint their own pieces of art</p>	<p>To use their imaginations and skills to paint their own pieces of art</p>	

Term: Spring 1

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<p>Design Technology <i>Plan Bee Scheme</i></p> <p>By the end of the unit pupils will be able to:</p>							
<p>Geography</p>							
<p>History Great Fire of London</p> <p>By the end of the unit pupils will be able to: To learn about events beyond living memory that are significant nationally or globally</p>	<p>To learn about events beyond living memory that are significant nationally or globally</p>	<p>To learn about events beyond living memory that are significant nationally or globally</p>	<p>To understand where and when the Great Fire of London started.</p>	<p>To understand the events of the Great Fire of London</p>	<p>To find out why the fire spread so quickly and stayed alight for so long.</p>	<p>To find out why the fire spread so quickly and stayed alight for so long.</p>	
<p>RE</p> <p>How important is it for Jewish people to do what God asks them to do?</p> <ul style="list-style-type: none"> To explain why they follow the school rules To understand the Seder meal and other Jewish customs To describe what things are most / least important to Jewish people <p><i>Discovery RE Scheme</i></p>							
<p>Games Striking and Fielding <i>Power of PE</i></p> <p>By the end of the unit pupils will be able to follow instructions & select the correct teaching point when given 2 options? (i.e Stop with feet or hands) use teaching points to roll and stop the ball w/ consistency watch others and suggest ways for them to improve</p>	<p>L.O 1 – Develop children’s ability to roll/move the ball with accuracy</p> <p>L.O 2 – Develop children’s ability to analyse performance</p>	<p>L.O 1 – Develop children’s ability to roll/move the ball with accuracy</p> <p>L.O 2 – Develop children’s ability to analyse performance</p>	<p>L.O 1 – Develop children’s ability to catch/stop the ball with accuracy</p> <p>L.O 2 – Develop children’s ability to analyse performance</p>	<p>L.O 1 – Develop children’s ability to strike the ball with some consistency</p> <p>L.O 2 – Develop children’s ability to analyse performance</p>	<p>L.O 1 – Develop children’s ability to strike the ball with some consistency</p> <p>L.O 2 – Develop children’s ability to analyse performance</p>	<p>L.O 1 – Develop children’s ability to strike the ball with some consistency</p> <p>L.O 2 – Develop children’s ability to analyse performance</p>	
<p>PE Dance <i>Power of PE</i></p> <p>By the end of unit pupils will be able to:</p> <p>follow direct instructions and participate in the activity</p> <p>list some of the keywords they have learnt during the lesson</p> <p>create new ways to move to the music</p>	<p>L.O 1 – Can children respond in the correct manner to commands (Inside, Outside, Freeze etc)</p> <p>L.O 2 – Can children repeat some simple sequences of movements</p>	<p>L.O 1 – Can children respond in the correct manner to commands (Inside, Outside, Freeze etc)</p> <p>L.O 2 – Can children repeat some simple sequences of movements</p>	<p>L.O 1 – Can children respond in the correct manner to commands (Inside, Outside, Freeze etc)</p> <p>L.O 2 – Can children repeat some simple sequences of movements relating to a stimulus</p>	<p>L.O 1 – Can children respond in the correct manner to commands (Inside, Outside, Freeze etc)</p> <p>L.O 2 – Can children repeat some simple sequences of movements relating to a stimulus</p>	<p>L.O 1 – Can children respond in the correct manner to commands (Inside, Outside, Freeze etc)</p> <p>L.O 2 – Can children repeat some simple sequences of movements relating to a stimulus</p>	<p>L.O 1 – Can children respond in the correct manner to commands (Inside, Outside, Freeze etc)</p> <p>L.O 2 – Can children repeat some simple sequences of movements relating to a stimulus</p>	

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