

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>Exercise</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Perform simple tests.</p> <p>To test the effects of exercise on the human body.</p>	<p>Healthy Living</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Perform simple tests. Observe closely, using simple equipment.</p>	<p>To investigate the importance of healthy eating and hygiene.</p>	<p>To describe the importance for humans of eating the right amount and types of food.</p>	<p>To describe the importance for humans of hygiene</p>	<p>To describe the importance for humans of sleep</p>	
<p>Computing</p> <p>Control Systems</p> <p>By the end of the unit pupils will be able to:</p> <p>To understand what an algorithm is</p>	<p>To understand what an algorithm is</p> <p>Lego builders – PM1.4 clear instructions (algorithms)</p>	<p>To understand what an algorithm is</p> <p>Lego builders – PM1.4 clear instructions (algorithms)</p>	<p>To understand what an algorithm is</p> <p>Lego builders – PM1.4 2DIY</p>	<p>To understand what an algorithm is</p> <p>PurpleMash – PM1.5 2Go.</p>	<p>To understand what an algorithm is</p> <p>PurpleMash – PM1.5 2Go.</p>	<p>To understand what an algorithm is</p> <p>PurpleMash – PM1.5 2Go.</p>	
<p>Music</p> <p>Charanga Scheme</p> <p>Zootime</p> <p>By the end of the unit pupils will be able to:</p> <p>Find the pulse and know that this unit is about Reggae music.</p> <p>To understand that music has different styles</p>	<p>Listen and Appraise - Zootime by Joanna Mangona</p> <p>Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language.</p>	<p>Listen and Appraise - Kingston Town by UB40</p> <p>Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language.</p>	<p>Listen and Appraise - Shine by ASWAD</p> <p>:Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language.</p>	<p>Listen and Appraise - I.G.Y. by Donald Fagen</p> <p>:Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language.</p>	<p>Listen and Appraise - Feel Like Jumping by Marcia Griffiths:</p> <p>Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language.</p>	<p>Listen and Appraise - I Can See Clearly Now by Jimmy Cliff:</p> <p>Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language.</p>	
<p>PHSE</p> <p>Healthy Me</p> <p><i>Jigsaw Scheme –</i></p> <p>By the end of the unit pupils will be able:</p> <p>To identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help.</p> <p>To judge the levels of risk involved in different situations and To select and describe suitable strategies for keeping myself safe and healthy, including knowing how to seek help and from whom.</p> <p>To express how being anxious/ scared and unwell feels.</p> <p>To express and respond appropriately to feelings of anxiety or fear or when I feel unwell.</p>	<p>To know what I need to keep my body healthy</p>	<p>To know what relaxed means & I know some things that make me feel relaxed or stressed.</p>	<p>To understand how medicines work in my body & how important it is to use them safely</p>	<p>To sort foods into the correct groups & know which foods my body needs to keep me healthy</p>	<p>To make some healthy snacks and explain why they are good for my body</p>	<p>decide which foods to eat to give my body energy</p>	
<p>ART & Design</p> <p><i>Plan Bee Scheme</i></p>							
<p>Design Technology</p> <p>Puppets</p> <p><i>Plan Bee Scheme</i></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>To investigate a range of puppets and their features.</p>	<p>To be able to work with fabric to create a finger puppets</p>	<p>To develop and practise sewing skills.</p>	<p>To be able to design a glove puppet.</p>	<p>To be able to follow a design to make a puppet.</p>	<p>To be able to follow a design to make a puppet.</p>	<p>To be able to evaluate a finished product.</p>

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<p>- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing KS1 - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics KS1 - explore and evaluate a range of existing products KS1 - evaluate their ideas and products against design criteria</p>							
<p>Geography</p>	<p>To use locational and directional language (for example, near and far, left and right), to describe the location of features and routes on a map.</p>						
<p>History Great Fire of London 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 explore the changes in London since the GFOL</p>	<p>To learn about the creation of the fire brigade</p>	<p>To learn about events beyond living memory that are significant nationally or globally</p>	<p>To create own knowledge organiser and present their learning on GFOL</p>	
<p>RE Christianity How important is it to Christians that Jesus came back to life after his crucifixion? To reflect on what happens when you die To be able to describe how memories can help To recall the Easter story To make suggestions about what happened to Jesus after the empty tomb <i>Discovery RE Scheme</i></p>							
<p>Games Invictus <i>Power of PE</i> By the end of the unit pupils will be able to follow instructions and participate effectively in the lesson? help others to improve in new activities (mini-plenaries used to suggest ways to improve to friends) improvise solutions to new problems</p>	<p>L.O 1 – To develop children’s ability to solve problems L.O 2 – To develop children’s ability to engage in new activities fairly</p>	<p>L.O 1 – To develop children’s ability to solve problems L.O 2 – To develop children’s ability to engage in new activities fairly</p>	<p>L.O 1 – To develop children’s ability to solve problems L.O 2 – To develop children’s ability to engage in new activities fairly</p>	<p>L.O 1 – To develop children’s ability to solve problems L.O 2 – To develop children’s ability to engage in new activities fairly</p>	<p>L.O 1 – To develop children’s ability to solve problems L.O 2 – To develop children’s ability to engage in new activities fairly</p>	<p>L.O 1 – To develop children’s ability to solve problems L.O 2 – To develop children’s ability to engage in new activities fairly</p>	
<p>PE Health Related Exercise <i>Power of PE</i> By the end of unit pupils will be able to: find their pulse?/Explain why heart rate increases participate in all 4 tests independently, counting their score effectively? Ch.1 & 2 and name at least 2 major muscles</p>	<p>L.O 1 – Develop children’s knowledge of how the body functions/changes during exercise L.O 2 – Develop children’s ability to exercise at different intensities</p>	<p>L.O 1 – Develop children’s knowledge of how the body functions/changes during exercise L.O 2 – Develop children’s ability to exercise at different intensities</p>	<p>L.O 1 – Develop children’s knowledge of how the body functions/changes during exercise L.O 2 – Develop children’s ability to exercise at different intensities</p>	<p>L.O 1 – Develop children’s knowledge of how the body functions/changes during exercise L.O 2 – Develop children’s ability to exercise at different intensities</p>	<p>L.O 1 – Develop children’s knowledge of how the body functions/changes during exercise L.O 2 – Develop children’s ability to exercise at different intensities</p>	<p>L.O 1 – Develop children’s knowledge of how the body functions/changes during exercise L.O 2 – Develop children’s knowledge of the names & functions of muscles</p>	

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