

Great Kingshill CE Combined School
Long Term Planning

Year Group: 2

Topic: Awesome Australia

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>Science Living things By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> Can observe and describe how seeds and bulbs grow into mature plants Can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. 	<p>To observe and describe how seeds and bulbs grow into mature plants</p> <p>Walk around school grounds observing and naming plants</p>	<p>To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> <p>Record basic needs of plants</p>	<p>To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> <p>Set up plant investigation</p>	<p>To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> <p>Observe changes as appropriate with plant investigation</p>		<p>To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> <p>Record results of plant investigation.</p>	
<p>Computing Coding [Computer Science] By the end of the unit pupils will be able to:</p> <p>-Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. -Create and debug simple programs. -Use logical reasoning to predict the behaviour of simple programs.</p>	<p>To understand what an algorithm is. To create a computer program using simple algorithms</p> <p>Able to explain that an algorithm is a set of instructions. Able to describe the algorithms they created. Able to explain that for the computer to make something happen, it needs to follow clear instructions</p>	<p>To use the button and turtle objects. To understand how to use the repeat command.</p> <p>Know how the turtle object moves. Understand how to use the repeat command with an object. Able to include a button in their programs. Have contrasted the effect of the repeat command used with turtle objects to use of the repeat command with a character object.</p>	<p>To understand how to use the timer command. To compare the actions of the turtle and character objects.</p> <p>Know that the turtle and character objects have different properties and move in different ways. They can begin to make choices about which object type to use. Beginning to understand that the repeat and timer commands both make objects repeat actions but function differently and the type of object can affect which is the best command to use.</p>	<p>To know what debugging means. To understand the need to test and debug a program repeatedly. To debug simple programs.</p> <p>Explain what debug (debugging) means. Have a clear idea of how to use a design document to start debugging a program. Able to debug simple programs. Explain why it is important to save their work after each functioning iteration of the program they are making.</p>	<p>To create programs using different kinds of objects whose behaviours are limited to specific actions. To predict what the objects will do in other programs, based on their knowledge of what the object is capable of. To discuss how logic helped them understand that they could only predict specific actions, as that is what the objects were limited to.</p> <p>Able to create a computer program using different objects. Able to predict what the objects in classmates' programs will do, based on my knowledge of the objects' limitations, e.g., a turtle can only move in specific ways. Able to explain how they know that certain objects can only move in certain ways.</p>	<p>Continue assessment if necessary</p> <p>To create programs using different kinds of objects whose behaviours are limited to specific actions. To predict what the objects will do in other programs, based on their knowledge of what the object is capable of. To discuss how logic helped them understand that they could only predict specific actions, as that is what the objects were limited to.</p> <p>Able to create a computer program using different objects. Able to predict what the objects in classmates' programs will do, based on my knowledge of the objects' limitations, e.g., a turtle can only move in specific ways. Able to explain how they know that certain objects can only move in certain ways.</p>	
<p>Music Charanga Scheme Reflect, Rewind and Replay By the end of the unit pupils will be able to: Sing songs in ensemble following the tune (melody) well. Control playing instruments so they sound as they should.</p>	<p>Listen and Appraise Reflect Peer Gynt Suite: Anitra's Dance by Edvard Grieg written in 1875 - an orchestral composition from the Romantic period.</p> <p>Stand or sit to find the pulse or just listen to the music. Use this opportunity to familiarise and build on musical vocabulary. Discuss the music and what you can hear in it.</p>	<p>Listen and Appraise Reflect Brandenburg Concerto No 1 by Johann Sebastian Bach - an orchestral composition from the Baroque Period.</p> <p>Stand or sit to find the pulse or just listen to the music. Use this opportunity to familiarise and build on musical vocabulary. Discuss the music and what you can hear in it.</p>	<p>Listen and Appraise Reflect From The Diary Of A Fly by Béla Bartók - an orchestral composition from the 20th Century</p> <p>Stand or sit to find the pulse or just listen to the music. Use this opportunity to familiarise and build on musical vocabulary. Discuss the music and what you can hear in it.</p>	<p>Listen and Appraise Reflect Fantasia On Greensleeves by Ralph Vaughan Williams written for harp, flute and string orchestra in 1934 - from the Mid 20th Century.</p> <p>Stand or sit to find the pulse or just listen to the music. Use this opportunity to familiarise and build on musical vocabulary. Discuss the music and what you can hear in it.</p>	<p>Listen and Appraise Reflect Dance Of The Sugar Plum Fairy by Pyotr Ilyich Tchaikovsky - an Orchestral composition from the Romantic period.</p> <p>Stand or sit to find the pulse or just listen to the music. Use this opportunity to familiarise and build on musical vocabulary. Discuss the music and what you can hear in it.</p>	<p>Listen and Appraise Reflect The Robots (Die Roboter) by Kraftwerk, released in 1978 - Contemporary Electronic music</p> <p>Stand or sit to find the pulse or just listen to the music. Use this opportunity to familiarise and build on musical vocabulary. Discuss the music and what you can hear in it.</p>	<p>Pick and Mix section from Charanga. Sing the song me and my body. Complete quiz</p>
<p>PHSE <i>Jigsaw Scheme – Relationships</i> By the end of the unit pupils will be able to:</p> <p>- understand that everyone is unique and special - express how they feel when change happens - understand and respect the changes that they see in themselves - understand and respect the changes that they see in other people - know who to ask for help if they are worried about change - look forward to change</p>	<p>Life Cycles in Nature- I can recognise cycles of life in nature. I understand there are some changes that are outside my control and can recognise how I feel about this.</p>	<p>Growing from Young to Old- I can tell you about the natural process of growing from young to old and understand that this is not in my control. I can identify people I respect who are older than me</p>	<p>Growing from Young to Old- I can tell you about the natural process of growing from young to old and understand that this is not in my control. I can identify people I respect who are older than me.</p>	<p>Boys' and Girls' Bodies- I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private. I can tell you what I like/don't like about being a boy/girl</p>	<p>Assertiveness- I understand there are different types of touch and can tell you which ones I like and don't like. I am confident to say what I like and don't like and can ask for help.</p>	<p>Looking Ahead- Assessment Opportunity. I can identify what I am looking forward to when I move to my next class. I can start to think about changes I will make when I am in Year 3 and know how to go about this.</p>	
<p>ART & Design Aboriginal Art <i>Plan Bee Scheme</i> By the end of the unit pupils will be able to: - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. - To be taught about the work of a range of artists.</p>	<p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Using chalks/pastels to create Uluru</p>	<p>To be taught about the work of a range of artists.</p> <p>Look at the work of Ken Done Australian artist.</p>	<p>To be taught about the work of a range of artists.</p> <p>Look at the work of Ken Done Australian artist. Create own version of Sydney landscape in similar style.</p>	<p>To be taught about the work of a range of artists.</p> <p>Create Coral Reef picture in similar style to Ken Done.</p>			
<p>Design Technology Puppets <i>Plan Bee Scheme</i> By the end of the unit pupils will be able to:</p>			<p>To investigate a range of puppets and their features.</p>	<p>To select from and use a range of tools and equipment to perform practical tasks [for</p>	<p>To develop and practise sewing skills. Puppets lesson 3:</p>	<p>To be able to design a glove puppet. Puppets lesson 4:</p>	<p>To design purposeful, functional, appealing products for themselves and other</p>

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<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 construction materials, textiles and ingredients, according to their characteristics</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>Puppets lesson 1: Children to choose one/two of the puppets to draw, label and compare on worksheet 1B/1C.</p>	<p>example, cutting, shaping, joining and finishing]</p> <p>To be able to work with fabric to create a finger puppet.</p> <p>Puppets lesson 2: Children to then use their template to create their puppet and decorate.</p>	<p>Provide children with 2 squares of felt and challenge them to sew them together around 3 of the edges using either running stitch or over stitch</p>	<p>Children to design their puppet on worksheet 4B. Children to choose whether they will glue or sew their puppet, or use a mixture of both</p>	<p>users based on design criteria.</p> <p>To be able to follow a design to make a puppet.</p> <p>Puppets lesson 5: Children to follow their design to make their puppet.</p>
<p>Geography</p> <p>By the end of the unit pupils will be able to:</p> <p>-use simple compass directions (North, South, East, West)</p> <p>-use basic geographical vocabulary to refer to: key physical features and key human features.</p> <p>-devise a simple map; and use and construct basic symbols in a key</p> <p>-identify seasonal and daily weather patterns in hot and cold areas of the world in relation to the Equator and the North and South Poles</p>	<p>To use simple compass directions (North, South, East, West)</p> <p>Front cover for Australia topic. Recap compass directions and label map of Australia.</p>	<p>To use basic geographical vocabulary to refer to: key physical features and key human features.</p> <p>Barnaby Bear clip and comparing Australia to the UK</p>	<p>To devise a simple map; and use and construct basic symbols in a key</p> <p>Plot physical and human landmarks on map of Australia.</p>	<p>Identify seasonal and daily weather patterns in hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>use basic geographical vocabulary to refer to: key physical features and key human features.</p> <p>Introduction to Australian capital cities</p>	<p>identify seasonal and daily weather patterns in hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>use basic geographical vocabulary to refer to: key physical features and key</p> <p>Research Australian Capital</p>		
<p>History</p> <p>By the end of the unit pupils will be able to:</p> <p>-Discuss events beyond living memory that are significant nationally or globally.</p>				<p>To discuss events beyond living memory that are significant nationally or globally.</p> <p>Video call with Indigenous children.</p>			
<p>RE</p> <p>Christianity</p> <p><i>Discovery RE Scheme</i></p> <p>Key question for this enquiry: Does going to a mosque give Muslims a sense of belonging?</p>	<p>Key question for this enquiry: Does going to a mosque give Muslims a sense of belonging?</p> <p>We are learning to understand why Muslims visit the mosque and to explore whether this gives them a sense of belonging.</p>	<p>Key question for this enquiry: Does going to a mosque give Muslims a sense of belonging?</p> <p>Explore Friday prayers at Mosque</p>	<p>Key question for this enquiry: Does going to a mosque give Muslims a sense of belonging?</p> <p>Discussion question: Is it only in the mosque where Muslims pray?</p>	<p>Key question for this enquiry: Does going to a mosque give Muslims a sense of belonging? Do Muslims need to be together to pray in order to have a strong sense of belonging? Do Muslims have a sense of belonging even if they are on their own praying? Are they on their own?</p>	<p>Key question for this enquiry: Does going to a mosque give Muslims a sense of belonging?</p> <p>Together children design either a game or a ceremony that the whole class can join in with to feel a sense of belonging.</p>	<p>Key question for this enquiry: Does going to a mosque give Muslims a sense of belonging?</p>	
<p>PE</p> <p>Dance</p> <p><i>Power of PE</i></p> <p>By the end of the unit pupils will be able to</p> <p>To copy and remember actions.</p> <p>To repeat and explore actions with control and coordination.</p> <p>To change rhythm, speed, level and direction.</p> <p>To dance with control and co-ordination.</p> <p>To make a sequence by linking sections together.</p> <p>To link some movement to show a mood or feeling.</p> <p>To make up a short dance.</p>	<p>L.O 1 – To respond in the correct manner to commands (Inside, Outside, Freeze etc)</p> <p>L.O 2 – To repeat some simple sequences of movements</p>	<p>L.O 1 – To respond in the correct manner to commands (Inside, Outside, Freeze etc)</p> <p>L.O 2 – repeat some simple sequences of movements</p>	<p>L.O 1 – To respond in the correct manner to commands (Inside, Outside, Freeze etc)</p> <p>L.O 2 – To repeat some simple sequences of movements relating to a stimulus</p>	<p>L.O 1 – To respond in the correct manner to commands (Inside, Outside, Freeze etc)</p> <p>L.O 2 – To repeat some simple sequences of movements relating to a stimulus</p>	<p>L.O 1 – To respond in the correct manner to commands (Inside, Outside, Freeze etc)</p> <p>L.O 2 – To repeat some simple sequences of movements relating to a stimulus</p>	<p>L.O 1 – To respond in the correct manner to commands (Inside, Outside, Freeze etc)</p> <p>L.O 2 – To repeat some simple sequences of movements relating to a stimulus</p>	
<p>GAMES</p> <p>Cricket (Catching & Throwing) <i>Power of PE</i></p> <p>By the end of unit pupils will be able to: Throw and catch displaying with accuracy, in isolation and varied environments</p> <p>Display an understanding of fair play, respect and working well with others.</p> <p>To stay in a 'zone' during a game.</p> <p>To decide where the best place to be is during a game.</p> <p>To use one tactic in a game.</p> <p>To follow rules.</p> <p>To use hitting, kicking and/or rolling in a game.</p>	<p>L.O 1 – To develop children's co-ordination & ability to field effectively</p> <p>L.O 2 – Develop children's ability to throw with accuracy</p>	<p>L.O 1 – To develop children's co-ordination & ability to field effectively</p> <p>L.O 2 – Develop children's ability to throw with accuracy</p>	<p>L.O 1 – To develop children's co-ordination & ability to field effectively</p> <p>L.O 2 – To develop children's ability to hold & use that bat effectively</p>	<p>L.O 1 – To develop children's co-ordination & ability to field effectively</p> <p>L.O 2 – To develop children's ability to hold & use that bat effectively</p>	<p>L.O 1 – To develop children's co-ordination & ability to field effectively</p> <p>L.O 2 – To develop children's ability to hold & use that bat effectively</p>	<p>L.O 1 – To develop children's co-ordination & ability to field effectively</p> <p>L.O 2 – To develop children's ability to hold & use that bat effectively</p>	

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