

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 style="text-align: center;">Science<br/><b>Living things</b></p> <p><b>By the end of the unit pupils will be able to:</b></p> <ul style="list-style-type: none"> <li>Can observe and describe how seeds and bulbs grow into mature plants</li> <li>Can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> <li>Observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb, or observing similar plants at different stages of growth; setting up a comparative test to show that plants need light and water to stay healthy.</li> </ul> | <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. Ideas for investigation.</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 (may need another week depending on growth)</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 and draw conclusions.</p>   |  |
| <p style="text-align: center;">Computing<br/>Coding [Computer Science]</p> <p><b>By the end of the unit pupils will be able to:</b></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.</p> <p>-Create and debug simple programs.</p> <p>-Use logical reasoning to predict the behaviour of simple programs.</p>  | <p>To understand what an algorithm is.<br/>To create a computer program using simple algorithms</p> <p>Able to explain that an algorithm is a set of instructions.<br/>Able to describe the algorithms they created.<br/>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.<br/>To understand how to use the repeat command.</p> <p>Know how the turtle object moves.<br/>Understand how to use the repeat command with an object.<br/>Able to include a button in their programs.<br/>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.<br/>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.<br/>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.<br/>To understand the need to test and debug a program repeatedly.<br/>To debug simple programs.</p> <p>Explain what debug (debugging) means.<br/>Have a clear idea of how to use a design document to start debugging a program.<br/>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.<br/>To predict what the objects will do in other programs, based on their knowledge of what the object is capable of.<br/>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.<br/>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.<br/>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.<br/>To predict what the objects will do in other programs, based on their knowledge of what the object is capable of.<br/>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.<br/>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.<br/>Able to explain how they know that certain objects can only move in certain ways.</p> |  |
| <p style="text-align: center;">Music<br/>Charanga Scheme</p> <p><b>Reflect, Rewind and Replay</b></p> <p><b>By the end of the unit pupils will be able to:</b></p> <p>Sing songs in ensemble following the tune (melody) well.</p> <p>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 style="text-align: center;">PHSE<br/>Jigsaw Scheme – Relationships</p> <p><b>By the end of the unit pupils will be able to:</b></p> <ul style="list-style-type: none"> <li>- understand that everyone is unique and special</li> <li>- express how they feel when change happens</li> <li>- understand and respect the changes that they see in themselves</li> <li>- understand and respect the changes that they see in other people</li> <li>- know who to ask for help if they are worried about change</li> <li>- look forward to change</li> </ul>   | <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>  |  |

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| <p style="text-align: center;">ART &amp; Design<br/><b>Aboriginal Art</b><br/><i>Plan Bee Scheme</i></p> <p><b>By the end of the unit pupils will be able to:</b></p> <ul style="list-style-type: none"> <li>- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>- To be taught about the work of a range of artists.</li> </ul>  | <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 pictures of 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 style="text-align: center;">Design Technology<br/><b>Puppets</b><br/><i>Plan Bee Scheme</i></p> <p><b>By the end of the unit pupils will be able to:</b></p> <ul style="list-style-type: none"> <li>- design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</li> <li>- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing</li> <li>- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> <li>KS1 – explore and evaluate a range of existing products</li> <li>KS1 – evaluate their ideas and products against design criteria</li> <li>KS1 – use the basic principles of a healthy and varied diet to prepare dishes</li> <li>KS1 – understand where food comes from</li> </ul> | <p>To evaluate their ideas and products against design criteria.</p> <p>To be able to evaluate a finished product.</p> <p>Puppets lesson 6: Children to evaluate their puppet on worksheet 6A/6B.</p>  |  | <p>To use the basic principles of a healthy and varied diet to prepare dishes.</p> <p>Making Anzac biscuits</p>   |  |  |  |  |
| <p style="text-align: center;">Geography</p> <p><b>By the end of the unit pupils will be able to:</b></p> <ul style="list-style-type: none"> <li>-use simple compass directions (North, South, East, West)</li> <li>-use basic geographical vocabulary to refer to: key physical features and key human features.</li> <li>-devise a simple map; and use and construct basic symbols in a key</li> <li>-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</li> </ul>   | <p>To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Identify human and physical landmarks.</p> <p>Look at seasons, natural and physical landmarks in chosen Australian city</p> | <p>To use basic geographical vocabulary to refer to: key physical and key human features</p> <p>Study and discuss physical and natural landmarks of chosen Australian city.</p>                                      | <p>To understand geographical similarities and differences of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>Compare Australian capital city to Wycombe.</p>  | <p>Revision / catch up</p>   |  |  |  |
| <p style="text-align: center;">History</p>  |  |  |   |  |  |  |  |
| <p style="text-align: center;">RE<br/><b>Christianity</b></p> <p><i>Discovery RE Scheme</i></p> <p><b>Key question for this enquiry:</b> Does completing Hajj make a person a better Muslim?</p>  | <p><b>Key question for this enquiry:</b> Does completing Hajj make a person a better Muslim?</p> <p>We are learning to understand what happens during Hajj and to explore the importance of this to Muslims. Consider a special journey of your own.</p>   | <p><b>Key question for this enquiry:</b> Does completing Hajj make a person a better Muslim?</p> <p>Watch an extract of Hajj. Explain the relevance of Makkah and the Grand Mosque, recapping previous learning.</p> | <p><b>Key question for this enquiry:</b> Does completing Hajj make a person a better Muslim?</p> <p>What can you remember about Hajj? Think about...</p> <p>Why Muslims go on this special journey.</p> <p>How do you think they feel?</p> <p>What things are important to Muslims when they go on Hajj? (rituals, clothes, places)</p> <p>What are Muslims showing God (Allah) by making this journey?</p> | <p><b>Key question for this enquiry:</b> Does completing Hajj make a person a better Muslim?</p> <p>Discovery RE sheet – Draw three things that are important to Muslims when they go on Hajj. How would Muslims feel on Hajj? Colour in the star next to the picture showing who you think is the best Muslim. Why did you choose that person? Can you tell who is a ‘good’ Muslim just by looking at them?</p> | <p><b>Key question for this enquiry:</b> Does completing Hajj make a person a better Muslim?</p> <p>Write a postcard home describing how it feels to be in that special place and why.</p> |  |  |
| <p style="text-align: center;">PE<br/><b>Invictus</b><br/><i>Power of PE</i></p> <p><b>By the end of the unit pupils will be able to</b></p> <p>Demonstrate changes of level, direction &amp; speed, Show an awareness of how the body functions/changes during exercise With guidance, participate displaying respect, fair play and working well with others</p> <p>To stay in a ‘zone’ during a game.<br/>To decide where the best place to be is during a game.<br/>To use one tactic in a game.<br/>To follow rules.<br/>To use hitting, kicking and/or rolling in a game.</p>   | <p>L.O 1 – To develop their ability to solve problems.</p> <p>L.O 2 – To develop their ability to engage in new activities fairly.</p> <p>Danger ball game</p>   | <p>L.O 1 – To develop their ability to solve problems.</p> <p>L.O 2 – To develop their ability to engage in new activities fairly.</p> <p>Throlf!</p>  | <p>L.O 1 – To develop their ability to solve problems.</p> <p>L.O 2 – To develop their ability to engage in new activities fairly.</p> <p>Goalball game.</p>  | <p>L.O 1 – To develop their ability to solve problems.</p> <p>L.O 2 – To develop their ability to engage in new activities fairly.</p> <p>The Order Game.</p>  | <p>L.O 1 – To develop their ability to solve problems.</p> <p>L.O 2 – To develop their ability to engage in new activities fairly.</p> <p>Boccia!</p>                                      | <p>L.O 1 – To develop their ability to solve problems.</p> <p>L.O 2 – To develop their ability to engage in new activities fairly.</p> <p>Shape Swappers game.</p> |  |
| <p style="text-align: center;">GAMES<br/>Cricket (Catching &amp; Throwing) <i>Power of PE</i></p> <p><b>By the end of unit pupils will be able to:</b> Show an awareness of how the body functions/changes during exercise, Displays development in FUNdamentals of</p>   | <p>L.O 1 – To develop pupils ability to hurdle effectively</p>   | <p>LO1 -To develop children’s ability to jump as far as they can!</p>  | <p>LO1 -To develop children’s ability to jump as far as they can!</p>   | <p>LO1 -To develop children’s ability to jump as far as they can!</p>  | <p>LO1 -To develop children’s ability to jump as far as they can!</p>  | <p>LO1 -To develop children’s ability to jump as far as they can!</p>  |  |

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| <p>movement, Use FUNdamentals to achieve success in competitive 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.<br/>To decide where the best place to be is during a game.<br/>To use one tactic in a game.<br/>To follow rules.<br/>To use hitting, kicking and/or rolling in a game.</p> | <p>L.O 2 – develop pupils knowledge of how they can use their body to maximise performance</p> <p>Skill into – hurdles and Leaping Lambs game.</p> | <p>LO2 - To develop pupils knowledge of how they can use their body to maximise performance.</p> <p>Jumping technique and stepping stones.</p> | <p>LO2 - To develop pupils knowledge of how they can use their body to maximise performance.</p> <p>Put out the fire game and Incoming!</p> | <p>LO2 - To develop pupils knowledge of how they can use their body to maximise performance.</p> <p>Stop Thief game and Wacky Races.</p> | <p>LO2 - To develop pupils knowledge of how they can use their body to maximise performance.</p> <p>Relay technique.</p> | <p>LO2 - To develop pupils knowledge of how they can use their body to maximise performance.</p> |
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