

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 Kapow Living Things: Habitats</p> <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> recall some life processes, giving examples of how they apply to plants and animals. match different plants and animals to their habitats. give examples of how animals use their habitat for food and shelter. recall that plants produce their own food for energy. name living things that are producers and place a producer at the beginning of a food chain. use arrows to show the order in a food chain. 	<p>Knowledge To identify some of the characteristics of living things.</p>	<p>Knowledge To recognise the difference between things that are alive, were once alive or have never been alive.</p> <p>Working scientifically To classify objects into groups.</p>	<p>Knowledge To identify plants and animals in different habitats.</p>	<p>Knowledge To identify how a habitat provides animals and plants with what they need to survive.</p> <p>Working scientifically To carry out research to find answers to questions.</p>	<p>Knowledge To recognise how animals and plants depend on each other.</p>	<p>Knowledge To recall how animals get their food from plants and other animals.</p>	
<p>Computing Digital Literacy & Information Technology</p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> use technology safely and respectfully, keeping personal information private identify where to go for help and support if I have any concerns use technology purposefully to create, organise, store, manipulate and retrieve digital content. 	<p>To understand how to stay safe online.</p> <p>To know to ask a trusted adult for help if feeling worried or upset by something seen online.</p>	<p>To understand how to stay safe online.</p> <p>To understand why and how to protect their identities online.</p>	<p>To understand what is expected of me in computing and am ready to learn.</p>	<p>To safely login to Purple Mash and save my work to my space.</p> <p>To find and open my saved work.</p> <p>To understand the importance of respect when working online.</p>	<p>To find out how 2Animate can be used to create animations using the computer.</p>	<p>To plan and design my animation.</p>	<p>To complete my animation and present it to the class for assessment.</p>
<p>Music Charanga Scheme Hands Feet Heart</p> <p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music 	<p>To listen and respond to South African music and talk about its style and mood.</p>	<p>To find and keep a steady pulse using movement, body percussion and instruments.</p>	<p>To copy, create and perform rhythmic patterns using words, body percussion and instruments.</p>	<p>To sing with clear diction and accurate pitch.</p>	<p>To explore and improvise simple musical patterns using voice and instruments.</p>	<p>To perform songs and musical pieces confidently as part of a group, showing awareness of others.</p>	
<p>PHSE <i>Jigsaw Scheme</i> Being Me</p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> explain how my behaviour can affect how others feel and behave. justify the choices I make to help keep my class and school a safe and fair place. explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued. give evidence as to why my own and my friends' choices can be helpful/unhelpful and how some of these choices may have positive/negative consequences. 	<p>To identify some of my hopes and fears for this year</p>	<p>To understand the rights and responsibilities for being a member of my class and school.</p>	<p>To understand the rights and responsibilities for being a member of my class</p>	<p>To listen to other people and contribute my own ideas about rewards and consequences</p>	<p>To understand how following the Learning Charter will help me and others learn</p>	<p>To recognise the choices I make and understand the consequences.</p>	
<p>ART & Design <i>Plan Bee Scheme</i> Earth Art</p> <p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> use a range of materials creatively to design and make products use drawing to develop and share their ideas, experiences and imagination use painting to develop and share their ideas, experiences and imagination use sculpture to develop and share their ideas, experiences and imagination develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<p>To explore ways of painting on rocks</p>	<p>To make sculptures with sticks and twigs.</p>	<p>To make animal pictures with leaves.</p>	<p>To learn how to weave with natural materials.</p>	<p>To explore ways of making mandalas</p>	<p>To make a collage using natural materials.</p>	

Term: Autumn 1

Great Kingshill CE Combined School
Long Term Planning

Year Group: 2

Topic: Explorers

<p>Geography Explorers</p> <p>Key Question: How did significant explorers change history?</p> <p>Concept: Significance of people</p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans use simple compass directions 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 	<p>To name and locate seven continents and five oceans</p>	<p>To use simple compass directions</p>	<p>To identify seasonal/daily weather ... N/S Poles</p>	<p>To use simple compass directions and locational and directional language to describe the location of features and routes on a map</p>		<p>To use simple compass directions</p>	
<p>History Explorers</p> <p>Key Question: How did significant explorers change history?</p> <p>Concept: Significance of people</p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> identify and study the lives of significant individuals who have contributed to national and international achievements. know about significant historical events, people and places in their own locality 			<p>To learn about significant historical events, people and places in our locality.</p> <p>To explore the history of Hughenden Church.</p>	<p>To study the lives of significant individuals with a focus on Ernest Shackleton.</p>	<p>To study the lives of significant individuals with a focus on Ernest Shackleton.</p>	<p>To study the lives of significant individuals with a focus on Edmund Hilary.</p>	
<p>RE <i>Jigsaw RE Scheme</i> Christianity</p> <p>Key Question: Is it possible to be kind to everyone all of the time?</p> <p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> tell you when I have been kind to others even when it was difficult re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness say if I think most Christians think they should be kind and give a reason 	<p>To tell you how I could be kind to others even if it is difficult</p>	<p>To recall parts of a story where Jesus spoke about kindness</p>	<p>To talk about a time in the Bible when Jesus showed kindness to somebody that was unpopular</p>	<p>To talk about a time in the Bible when Jesus showed kindness to somebody who had let him down</p>	<p>To re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness.</p>	<p>To say why kindness is important and think of ways to show kindness.</p>	
<p>Games <i>PE Passport</i> Fundamental Movement Skills 3</p> <p>By the end of the unit pupils should be able to:</p> <ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities 	<p>To use different amount of power to throw underarm at different targets.</p> <p>To know how to bounce a ball</p>	<p>To know how to cooperate with my partner</p> <p>To know how to kick a ball</p>	<p>To travel around the space being aware of other children sharing it with me</p> <p>To know how to dodge and change direction when playing a game</p>	<p>To travel around the space being aware of others when playing a game</p> <p>To know how to catch a ball with two hands</p>	<p>To bounce the ball at waist height when dribbling</p> <p>To throw an object with an overarm throw</p>	<p>To send the ball away from the fielders</p> <p>To know how to kick a ball for distance</p>	
<p>PE <i>PE Passport</i> Personal Challenges</p> <p>By the end of the unit pupils should be able to:</p> <ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities 	<p>To retain my focus</p> <p>To know the importance of a good start</p> <p>To show a sense of anticipation to begin work</p> <p>To react quickly</p> <p>To demonstrate agility, balance and coordination</p>	<p>To cushion my knees when landing</p> <p>To know the technique for different types of jump</p> <p>To jump in a variety of ways</p> <p>To coordinate a run with a jump</p>	<p>To know how to improve my technique to increase the height and distance of my jumps</p> <p>To know the difference between a leap and a jump</p>	<p>To know why core strength is important in most sports</p> <p>To know why stamina is very important in some sports</p> <p>To show determination and perseverance</p> <p>To run for a period of time, maintaining a good pace</p>	<p>To know how to develop all round strength for my body</p> <p>To know why relaxation and stretching is an important part of all athletes training</p> <p>To perform a variety of exercises demonstrating good technique</p> <p>To work with determination</p>	<p>To know what different parts of my body should be doing when I am sprinting.</p> <p>To know how to start and finish a sprint race</p> <p>To start and finish a sprint race with good technique</p> <p>To demonstrate good sprinting technique</p>	
<p>Forest School Autumn</p>	<p>By the end of the unit, children will be able to:</p> <ul style="list-style-type: none"> know the rules and routines of Forest School identify seasonal changes – Trees and plants in the local area, Weather explore and identify living things in our Forest – Trees and Minibeasts using identification charts understand the risks and safety instructions of Fire – make S'mores safely 						

Term: Autumn 1