

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: Microhabitats</p> <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> identify and name a variety of plants and animals. recall that minibeasts live in microhabitats. describe microhabitats and their conditions. describe how microhabitats provide for the basic needs of animals and plants. describe the job role of a botanist. 	<p>Working scientifically To classify a variety of minibeasts.</p>	<p>Working scientifically To recognise how scientists answer questions.</p>	<p>Knowledge To recognise that living things live in habitats to which they are suited.</p> <p>Working scientifically To gather and record data to answer a question.</p>	<p>Working scientifically To ask questions and plan how to carry out an experiment.</p>	<p>Working scientifically To carry out an experiment and record data in a table.</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 <i>Charanga Scheme</i> Ho Ho Ho</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 festive music and describe its features and mood.</p>	<p>To sing a traditional Christmas carol with clear diction, accurate pitch and expression.</p>	<p>To copy and perform simple bars of music on tuned percussion (glockenspiel)</p>	<p>To explore and improvise simple musical ideas using tuned percussion (glockenspiel).</p>	<p>To explore and compose musical ideas using 2-3 notes on tuned percussion (glockenspiel)</p>	<p>To perform songs as part of a group, showing awareness of timing and expression.</p>	<p><i>This term's music may be adapted where appropriate due to the need to learn the Y2 Nativity based songs.</i></p>
<p>PSHE <i>Jigsaw Scheme</i> Celebrating Difference</p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes. justify why gender stereotypes are not always fair. I can also explain why differences can make some people bully other people. explain how it feels to have a friend and be a friend. explain why it is OK to be different from my friends. offer strategies that allow me to stand up for myself and my friends. 	<p>To discuss similarities. 'We are special because...' (for example, 'We both like drawing' or 'We both have brown eyes'.</p>	<p>To understand that sometimes people make assumptions about boys and girls (stereotypes)</p>	<p>To understand that bullying is sometimes about difference.</p>	<p>To recognise what is right and wrong and know how to look after myself.</p>	<p>To understand that it is OK to be different from other people and to be friends with them.</p>	<p>To understand that it is OK to be different from other people and to be friends with them.</p>	
<p>Design Technology Plan Bee Scheme Perfect Pizzas</p> <p>By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from 	<p>To find out what the favourite pizzas in the class are.</p>	<p>To examine, describe and categorise a variety of bread based (if time)</p>	<p>To examine, describe and categorise a variety of pizza toppings.</p>	<p>To design a balanced healthy pizza.</p>	<p>To be able to make a food product based on a design.</p>	<p>To evaluate a food product based on a design.</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 this unit, children will be able to:</p>	<p>To study the lives of significant individuals with a focus on Amelia Earhart.</p>	<p>To study the lives of significant individuals with a focus on Neil Armstrong.</p>	<p>To study the lives of significant individuals with a focus on Neil Armstrong.</p>	<p>To study the lives of significant individuals with a focus on Zara Rutherford.</p>	<p>To study the lives of significant individuals with a focus on Mae Jemison.</p>	<p>To consider how significant explorers changed history.</p>	

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<ul style="list-style-type: none"> identify and study the lives of significant individuals who have contributed to national and international achievements. 						
<p>RE Christianity <i>Jigsaw RE</i></p> <p>Key question: Why do Christians believe God gave Jesus to the world?</p> <p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> say how I could help people in the world by showing love remember the Christmas story and start to explain that Christians believe Jesus was a gift from God tell you why Christians think God gave Jesus to the world 	<p>To tell you why the world may need special care</p>	<p>To understand that a Christian might believe Jesus came to save the world</p>	<p>To discuss something a Christian might use to prepare for Christmas and what this might look like in different places in the world</p>	<p>To describe the gifts Christians might think Jesus brought to the world</p>	<p>To say how I could help people in the world by showing love.</p> <p>To remember the Christmas story and start to explain that Christians believe Jesus was a gift from God</p> <p>To tell you why Christians think God gave Jesus to the world</p>	<p>To say how I could help people in the world by showing love.</p>
<p>Games <i>PE Passport</i> Target Games 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 know what position I need to get my body in to throw well</p> <p>To encourage others to do their best</p> <p>To throw a ball underarm with either hand and with some accuracy at a target</p> <p>To take part in challenges enthusiastically and taking turns</p>	<p>To know that I need to get my standing foot next to the ball when striking</p> <p>To know that it is more challenging to hit moving targets</p>	<p>To change my stance depending on which hand I am rolling with</p> <p>To know that when playing games I need to share resources</p>	<p>To know that it is hard to hit a target which is moving at speed</p> <p>To punt a ball with some accuracy with both feet</p> <p>To strike with more control over the height of my punt</p>	<p>To know what technique I need to use, when striking a ball with a racket</p> <p>To know how to hit with more force</p> <p>To strike a ball, with a racket or bat, at a target with some degree of force</p> <p>To strike with a degree of accuracy</p>	<p>To know when I might want to throw a ball to arrive, 'on the second bounce'</p> <p>To aim with accuracy at a target so it hits on the second bounce</p> <p>To throw flatter and with more force</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 					

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